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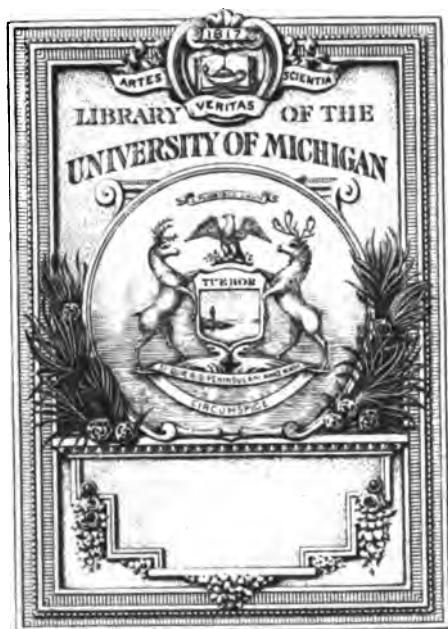
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A COMPARISON OF URBAN AND RURAL COMMON-SCHOOL STATISTICS

By HARLAN UPDEGRAFF and WILLIAM R. HOOD

DIVISION OF SCHOOL ADMINISTRATION



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A COMPARISON OF URBAN AND RURAL COMMON-SCHOOL STATISTICS.

The purpose of this study is to segregate and present a comparison of the statistics of urban and rural schools in the United States for the year 1910. From the new emphasis on agricultural education and the more intensive study of the problems of rural life in general which have been manifest of late has emerged a stronger conviction that education in the country districts has not prospered as it should prosper and that rural school conditions must be improved, if education is to do its part in the uplift of rural life.

But data have been lacking upon which to base sound conclusions and frame propaganda of development. Prior to 1911 the Bureau of Education collected statistics of State school systems as a whole and obtained from individual cities of 4,000 population and over the statistics of city school systems, but little effort was made to draw a proper line of demarcation and segregate rural from urban schools. To include all towns of less than 4,000 population in rural statistics would clearly be an improper procedure in a serious study of rural conditions. In the study made here the effort is to give not only totals for the whole country, but also those for the several States individually. Owing to the difficulties in securing a wider range of data, only the items of enrollment, attendance, length of term, and teachers' salaries are treated.

As is usually the case with first efforts, the problem of securing the data presented has not been without its perplexities. First, there were the old-time and well-nigh insurmountable obstacles of incompleteness and inaccuracy in figures for the States as a whole. Moreover, such a critical analysis of these figures as was necessary for the study in hand revealed inaccuracies and lack of uniformity in the State figures which had not previously been so apparent. In one State, for example, the statistics of 11 towns and cities of 2,500 to 10,000 population were found to be omitted from the totals given in the printed report of the State superintendent and likewise from those given in the written report sent to this bureau. In some other States similar errors were discovered. Another source of difficulty was the smaller towns. For the first time this office tried to secure from about 800 of these the statistics of their schools. Not being

accustomed to reporting to the Federal Government, and some perhaps misapprehending the purpose of the brief questionnaire sent to them, they were sometimes found to have reported erroneously. Statistics of the larger cities, however, have not been so inaccurate in the items used.

In view of the foregoing facts, it would seem inadvisable to make a strong claim for the accuracy of the statistics of this study. This bureau, to be sure, has exerted the usual diligence and care in tabulation and treatment, but no amount of scrutiny and efforts at verification in a central office will discover and eradicate all the errors that may have crept into basal data derived from widely different sources and collected at those sources by diverse methods. It has been thought, however, that the figures given here constitute a close approximation of the conditions as they exist in the several States and in the United States as a whole as shown by the grand totals. For this reason they are offered as the best available statistical data on the subject. When State offices report with a nearer approach to uniformity and more in accordance with generally accepted standards of measurement of school work, this bureau will be in a better position to treat this and like subjects with satisfaction.¹

METHOD OF TREATMENT.

The line of demarcation between urban and rural communities which has been followed here is that drawn by the Bureau of the Census in its enumeration for 1910. The Census Office classifies as urban all cities and incorporated places, including the "towns" of New England, which have a population of 2,500 or over. All other territory is rural. This classification has been adopted here for the following reasons:

First, it conforms the boundaries of school statistics to those of total population. The Bureau of the Census, as the chief statistical office of the Government, sets the standard in those matters which particularly lie in its proper fields of investigation, and it is to the great advantage of all that its standards be observed. The advantage of following the Census standard in this study is to be seen by comparing the figures of Table 1, which embraces statistics of total population, with those of the other tables. The percentages of Table 1 serve as an index to what might be expected in the succeeding tables and give rise to interesting questions when an apparent want of agreement is found. The relations of these figures will be pointed out more at length in the pages which follow.

¹ The conditions revealed by this study, of which the case of the State mentioned above is given as an example, constitute a very strong argument for the immediate adoption by all the States of the State schedule and definitions of terms thereon recently prepared in the Bureau of Education and approved by the Department of Superintendence.

If educational matters alone were to be considered in establishing a universal standard for differentiation between urban and rural statistics, it is likely that a better one than that followed in this study could be found. Indeed, it may be deemed practicable at some time in the future to introduce a secondary line of differentiation for school statistics alone. But it will no doubt be found that a standard which is best adapted to one part of the United States is not suited to another part. As a common standard is necessary, it follows that no matter what care is exercised in its selection, the data for a certain State in accordance therewith will not in any event represent the facts and relationships so truthfully and so clearly as might be the case if a standard suited to it alone or to its peculiar conditions were observed. A discussion of what this secondary standard should be opens up an interesting field, which, however, can not be entered here. It can only be said that at present it seems that the basis must be that of population.¹

The second reason for using in this study the Census basis of differentiation between urban and rural communities is that it is the lowest mark practicable under existing conditions. This bureau has been compelled to get its statistics of urban schools directly from the individual cities. There were some 2,300 school systems in cities and towns of 2,500 population and over from which it was necessary to secure data. To a large percentage of these it was necessary to send second and even third requests for the desired information. Now, if, for example, the limit had been lowered to include towns of 1,000 inhabitants and upward, hundreds of small towns would have been added to the list and this bureau's task of securing the necessary data from each one directly would have been put practically beyond accomplishment.

Nor is the disinclination of some school officials to report to this bureau the only element of impracticability in using a lower mark as a point of differentiation. As the scale of population of cities descends, the corporate limits of municipalities and the boundaries of school districts including them become less coextensive. That is to say, in the case of larger cities the incorporated city is almost invariably the school district; in smaller cities this is generally the rule, but there are exceptions; in towns of about 1,000 population, there are many exceptions. In some States school districts including these small towns include also much rural territory. These conditions would operate to vitiate the value of statistics obtained if small towns of 1,000 to 2,500 population were classified as urban.

In some of the published reports of State superintendents statistics of urban and rural schools are segregated, but differentiation is

¹ The rural school supervisors of the Southern States have recommended to the State superintendents of those States that a population of 1,000 be taken as the limit in those States.

not always clearly made and a lack of uniformity in classification prevails. In some cases totals for the State are given and figures for the cities are reported in separate tables, but the term "cities" is used in its local sense, frequently meaning incorporated places, regardless of population or other conditions. In other cases the different classes of school districts are reported separately, but it is often difficult to determine when a particular class should be styled as urban and when rural. In still other cases, the figures are given simply as for "urban" and for "rural," but these cases, like those in which are reported totals for the State and for the cities separately, lack a proper line of demarcation for purposes of comparison with other States.

Kansas and Kentucky may be taken as examples of States which report statistics in a form affording means of approximating figures for urban and rural schools separately. The former reports enrollment and attendance items by cities of the first and second classes, by counties for all schools not in the cities, and by county high schools. Cities of the first and second classes are of 2,000 population and over. From this it is clear that, were it not for the county high schools, urban and rural statistics could be segregated at the point of 2,000 population; but practically all county high schools draw patronage from the cities, hence the difficulty in classifying as urban or rural the students of these schools. Since this item constitutes less than 1 per cent of the total for the State, however, an estimated division could be made and a close approximation of the desired figures for the State could be obtained. But there would still remain the difficulty of having the line of demarcation drawn at 2,000 population. Aside from Kansas, no State appears to draw the line at this point, and for this reason the figures obtained would be of little value for purposes of comparison.

Kentucky reports urban and rural statistics separately, but according to its own classification. This is somewhat difficult to ascertain. The superintendent's biennial report for 1910-11 contains statistics for a list of cities which includes one town of 2,161 population, but omits some cities and towns of 2,500 population and over. Why these cities and towns are omitted is not apparent, but even if they were included, the division at the point of 2,161 inhabitants would be out of agreement with the practice in other States. From the conditions shown for Kansas and Kentucky, which are among the best examples obtainable, it is clear that no satisfactory basis of comparison of the statistics of urban and rural schools may be obtained from printed State reports.

The data for this study were obtained from three sources, viz, (1) the figures reported by the several State education offices for the States as a whole, (2) the statistics of cities and villages of 4,000 population and over as published in the Annual Report of the Com-

missioner of Education for 1910, and (3) the replies to a brief questionnaire sent on postal cards to towns of 2,500 to 4,000 population and to those cities and villages of 4,000 and upward from which no reports were received in 1910. By these means the figures for the States as a whole and for cities were obtained separately and became the basal data for the study.

Some elements of inaccuracy in the basal data have already been pointed out. There remains to call attention to the fact that some of the towns to which postal-card inquiries were sent did not reply at all. Failing to secure the desired figures with repeated efforts, the bureau sent requests to a number of State offices for the missing links in the data. To these requests most of the States responded promptly, and thus the information still lacking was reduced to 1 or 2 per cent of the totals. For those towns from which no figures could be secured, estimates were made on the basis of reports from other towns of substantially the same population. This procedure of course added an element of inaccuracy, but, since the number of towns estimated was small and the estimates based on population could not have contained a large percentage of error, the total percentage of error which may have crept in thereby must have been small—in all probability less than 1 per cent.

A comparison of the totals given in the accompanying tables with those published in Chapter XXIV of the Annual Report of the United States Commissioner of Education for 1911 entitled "State Common School Systems, 1909-10," will reveal slight differences. These occur for the reason that in a few States the figures for some items in the chapter of the commissioner's report were for the year 1909. Obviously these figures could not be used in this study where a comparison with other statistics for 1910 is so vital. Consequently it was necessary to estimate the needed items on the basis of figures for previous years and of increases shown in the past. These estimates should prove close approximations.

When the basal data were once obtained, there remained only the operation of subtracting the urban figures from those for the State as a whole to obtain the rural. Since the State offices could not report the statistics of rural schools on a uniform classification, and since this bureau could not undertake to get figures from rural communities directly, the course followed was the only one open. The results obtained by this method will contain no greater proportion of error than the basal data.

The items of enrollment, attendance, and length of school term have been treated in substantially the same way as in the statistical chapters of the reports of the United States Commissioner of Education for previous years. The relations which average attendance, aggregate attendance, and length of term bear to each other under the bureau's usual method of treating them have been preserved

here. That is to say, the aggregate attendance in a school should be the total number of days actually attended by all pupils enrolled, and to determine average attendance the aggregate attendance may be divided by the length of term in days. Likewise, if aggregate attendance and average attendance are known, the average length of term may be obtained by dividing the aggregate by the average.

It will be seen that a reversal of procedure becomes necessary in passing from the single school to a State office, where the whole State is treated as a unit, and to the United States Bureau of Education where a still larger unit is treated. In the case of the single school, length of term and aggregate attendance are the first known quantities and from them average attendance is computed. But in the case of a State office the two items of attendance would be first known and the average length of term would be obtained by division as already indicated. This is repeated here for the reason that not all State offices follow the method of treating attendance and length of term which has long been in use in the Bureau of Education, a method which involves the use of the standard, *one pupil in school one day*, as the unit of attendance and term measurement.

It follows from the foregoing that if errors are apparent in the statistics given here they are less attributable to the method of treatment used than to inaccuracies in the basal data. If the length of school term for any State appears too short, for example, it may be due to an aggregate attendance reported too small. Inaccuracies which may appear in the results presented will be found more in rural than in urban columns. Figures for city systems are more nearly accurate than those for the States as wholes, and as a matter of course the inaccuracies of the State figures remain in the rural after the subtraction of the more nearly accurate urban is made.

It should be added, regarding the effect of the use of the Census Office line of differentiation upon the urban and rural school statistics of the New England States, that in those States the population of the "town" and not of the "village," or compact municipality, is used in determining the classification. All towns of 2,500 population or over are classified as urban and in consequence the population of relatively more rural territory than in other parts of the country is included with the urban. This operates to increase the proportion of enrollment, attendance, etc., in the cities of that section and to render statistics of either urban or rural communities there less valid for purposes of comparison with those of other sections of the country. But inasmuch as the Census Office has found it impracticable to do otherwise than classify the population of the New England States upon the basis of the town as a unit, it has been thought inadvisable in this study to depart from the Census Office standard.

TABLE 1.—POPULATION.

(See page 20.)

Table 1 is a reproduction of statistics of population published by the Census Office for 1910.¹ As has already been indicated, all cities and towns of 2,500 inhabitants or more are classified as urban and other territory as rural. According to this classification, 46.3 per cent of the people of the United States in 1910 were in urban communities, and 53.7 per cent were in rural. Considered by geographical divisions, the percentages of urban population range from 20.6 per cent in the South Central States to 74.1 in the North Atlantic Division. Massachusetts and Rhode Island each has less than 10 per cent of rural population, but, for reasons previously explained, this is less than the actual rural population; North Carolina, South Carolina, Mississippi, Arkansas, New Mexico, North Dakota, and South Dakota each have more than 85 per cent.

In the several tables it will be seen that a lack of agreement exists between percentages for total population and the corresponding school figures. Attention will be directed to these points of disagreement and some reasons for their existence offered as the examination of the data proceeds, but a few general suggestions may be made. First and perhaps most important of these is the fact that the ratio of total population to school population, i. e., of children 5 to 18 years of age, is not constant throughout the country. According to the best figures obtainable for 1910, the number of children 5 to 18 years of age constituted a percentage of the total population varying from 21.2 per cent in Wyoming to 34.5 per cent in South Carolina. The ratios of school population to the total population, as estimated for the several States in 1910 and expressed in percentages, are as follows:

Alabama, 32.0.	Maine, 23.2.	Ohio, 22.6.
Arizona, 24.1.	Maryland, 27.8.	Oklahoma, 31.3.
Arkansas, 33.9.	Massachusetts, 21.6.	Oregon, 25.0.
California, 22.7.	Michigan, 27.0.	Pennsylvania, 24.7.
Colorado, 24.1.	Minnesota, 29.4.	Rhode Island, 22.2.
Connecticut, 23.0.	Mississippi, 33.9.	South Carolina, 34.5.
Delaware, 26.5.	Missouri, 29.6.	South Dakota, 29.0.
Florida, 25.2.	Montana, 22.3.	Tennessee, 32.0.
Georgia, 31.8.	Nebraska, 30.2.	Texas, 33.2.
Idaho, 28.0.	Nevada, 21.3.	Utah, 32.6.
Illinois, 25.0.	New Hampshire, 21.6.	Vermont, 22.0.
Indiana, 25.5.	New Jersey, 24.6.	Virginia, 31.6.
Iowa, 28.6.	New Mexico, 26.2.	Washington, 22.7.
Kansas, 29.7.	New York, 22.7.	West Virginia, 29.1.
Kentucky, 30.9.	North Carolina, 31.3.	Wisconsin, 29.7.
Louisiana, 32.5.	North Dakota, 29.1.	Wyoming, 21.2.

¹ The Bureau of Education has sought to secure from the Census Office the statistics of population by ages, but at the time this is written the tabulation of the desired figures has not been completed. From statistics of population by ages can be obtained the number of children 5 to 18 years of age in the several States. If this number, which is considered the school population, were available for use and could be divided into urban and rural, as in the case of total population, a fruitful source of comparison would be available.

When such variations of total population from school population exist, obviously percentages of total population will vary from those of enrollment and attendance items.

Another reason for the differences between percentages of total population and school figures is that there are relatively more children in the country than in the cities. This is shown by a comparison of figures for urban and rural population with those for school population. Such a comparison reveals the fact that the States which have the largest percentages of rural population are among those in which school population constitutes a larger percentage of the total population.

A third reason for the differences pointed out is the variation in general educational spirit and the enforcement of compulsory education laws. The effects of the foregoing causes become more apparent as the several tables are subjected to closer scrutiny.

TABLE 2.—SCHOOL ENROLLMENT.

(See page 22.)

Statistics of enrollment in the common schools, both elementary and secondary, are presented in this table. It will be seen that for the United States as a whole the urban enrollment is 37.7 per cent of the total and the rural 62.3 per cent. The ratio of the urban to the rural is practically three-fifths. The corresponding ratio of urban total population to rural is about seventeen-twentieths. These variations of enrollment from total population are attributable to at least four causes: (1) There are relatively more children in the country than in the cities, as has been already shown in another connection; (2) there are more duplicate enrollments reported from rural districts than from cities; (3) there is in the city more temptation to leave school at the close of the compulsory attendance period; (4) there is a larger proportion of the school population in cities than in rural communities who attend private and parochial schools.

That there is more temptation to leave school earlier in life in the city than in the country can hardly be questioned. If the country boy wishes to leave school at 14, when the compulsory school law usually relinquishes control of his education, there is small opportunity for him to do otherwise than go to work on his father's farm. He is yet too young to be permitted to go away to a city and begin a career there; consequently he goes to school. City boys, on the other hand, finding the opportunity to earn money at their doors, show more disposition to rush out of school as soon as the hand of compulsion is lifted. The relatively less need for the earnings of children in the country and the long winter months during which rural children are necessarily idle a great part of the time will also occur as causes operating to keep the names of these children on the

school register. The net effect of these conditions is that youth go to school to a later age in rural communities than in cities, and the relative percentage of rural enrollment is thereby increased.

That private and parochial schools draw a larger proportion of the school population in cities than in the country is shown by the statistics published by this bureau. In 1910 the total enrollment in private schools reported by the several State offices was 1,558,437. For the same year the private school enrollment in cities of 4,000 population and over was reported to be 1,254,829, or 80.5 per cent of the total for the States. In the 10 largest cities alone the enrollment in private schools was 487,448, a number larger than the combined private enrollment of any 10 States other than those in which these cities are located. From these figures it appears that an overwhelmingly larger percentage of the children of school age are in private schools in cities than are in schools of the same type in rural districts. This of course tends to reduce the percentage which the urban public school enrollment makes of the total State enrollment, and conversely to increase the relative rural enrollment.

TABLE 3.—AVERAGE DAILY ATTENDANCE.

(See page 24.)

Average daily attendance is shown for the United States as a whole and for urban and rural communities separately in Table 3. For convenience in comparing, the totals of enrollment and average attendance are shown together below in tabular form:

	Total.	Urban.	Rural.	Per cent.	
				Urban.	Rural.
Enrollment.....	17,814,452	6,713,899	11,100,553	37.7	62.3
Average attendance.....	12,834,307	5,324,749	7,509,558	41.5	58.5

Here again is variation. The percentage of average attendance in cities is seen to be nearly four units larger than for enrollment, while in country districts the percentage of attendance falls proportionately below that for enrollment. These differences were to be expected, for when taken with the statistics of total population they show that relatively more children are enrolled in rural communities than in cities, but that when once enrolled city children attend more regularly.

Several causes operate to secure better attendance in cities. First is their more rigid enforcement of compulsory education laws. By this it is not meant that rural attendance officers are less diligent in apprehending truants who are not enrolled at all, although this may be the case, but rather that children inclined to be delinquent in

attendance may stay out of school for longer periods in the country than in cities. Another cause of better attendance in urban schools is the effects of bad weather in rural communities. As is well known, floods and snowstorms are much more hurtful to attendance in the country than in cities. Because of better thoroughfares, shorter distances to travel, superior means of drying wet garments after reaching school, and other more favorable conditions, city children have a decided advantage over their country fellows in the matter of regularity. A third reason for the better showing of city attendance is that the schools themselves enforce stricter rules against absence. In many country districts such rules as are in force in cities are not and indeed can not be enforced so rigidly. In consequence, average attendance of rural children suffers in comparison with urban.

TABLE 4.—AGGREGATE ATTENDANCE.

(See page 26.)

Aggregate attendance, or the total number of days attended by all pupils in school, is shown in Table 4. In view of what has been said in preceding paragraphs, little in the nature of comment need be added here. Attention may be called, however, to two facts. The first of these is that the percentage of aggregate attendance in urban schools is greater by 7.2 than the corresponding percentage for average attendance, and that the rural aggregate attendance decreases proportionately. The explanation is obvious. The average length of term is more than two months greater in cities than in the country schools. The second fact to be noted is that the percentages presented bear a certain relation which obtains through practically all the States as well as through the grand totals, namely, that beginning with enrollment in urban schools the percentages increase as we pass to average attendance and on to aggregate attendance, and for rural schools a corresponding decrease is seen as we pass from enrollment to the aggregate. The following will show the relation meant:

	Enroll- ment.	Attendance.	
		Average.	Aggre- gate.
Urban.....	37.7	41.5	48.7
Rural.....	62.3	58.5	51.3
Total.....	100.0	100.0	100.0

This arrangement shows only what has already been stated, viz, that relatively more rural children are enrolled in school, that when once enrolled urban children attend more regularly, and that the length of term is longer in cities than in the country districts.

TABLE 5.—LENGTH OF SCHOOL TERM.

(See page 28.)

The average length of school term, which is shown in Table 5, presents a number of interesting facts. For all the schools of the State, Rhode Island reports the longest average term and New Mexico the shortest; for urban schools, Rhode Island has the longest and Florida the shortest; for rural, again Rhode Island comes first and New Mexico last. The average urban term for the country as a whole was 27.3 days longer than the term for the urban and rural combined, and 46.4 days longer than the average number of days the rural schools were kept. Considered by geographical divisions, the longest urban term was in the North Atlantic States, the shortest was in the South Central. Similarly, rural schools were kept longest in the North Atlantic Division and for the shortest term in the South Central Division. The States showing the least difference between urban and rural terms are Rhode Island and Connecticut, in both of which the excess of urban over rural is only 3.8 days. South Carolina shows the greatest difference of all the States, the city schools there being in session 88.5 days longer than are those in the country districts. Other States showing large differences in this respect are Arkansas, 76 days; New Mexico, 73.1; Kentucky, 71.2; Alabama, 69.8; Arizona, 69.6; North Carolina, 68.5; Florida, 59.1.

The small variation in length of term in Rhode Island and Connecticut may be explained by the fact that there are comparatively few rural schools in these two States, and furthermore, that such as do exist are conducted for the most part as divisions of town systems, in which the term is practically as long as in the cities. The causes of such wide differences in South Carolina and the other States mentioned with it are less apparent. A probable cause is that in most of these States the rural districts either do not have adequate powers of local taxation or having them lack the interest to avail themselves of their benefits. Alabama is clearly an example of the first condition, for in that State there is no local taxation except a county tax of 1 mill. Under constitutional limitation the local school district is powerless to tax property within its limits for school purposes. As a result, the cities resort to the expedient of supplementing the State fund with appropriations from the general municipal treasury and thus conduct their schools for an average term of 178 days, as Table 5 shows, while the rural districts, having recourse to no such source of support, are compelled to close their schools when the State fund is exhausted or to support the continued term with tuition fees.

It may appear to some that these figures show the average rural school term for the country as a whole and for some of the States to

be longer than it is in fact. Taking all the evidence into consideration, this is probably true, if only communities in which actual rural conditions prevail are considered, but it should be remembered that all towns and villages of less than 2,500 population are included with the rural in this study. The inclusion of these no doubt appreciably affects the statistical length of the rural school term, for in most small towns the schools are kept almost if not quite as long as in cities. Iowa may be taken as an example of a State thus affected. In that State there are 114 towns and villages which have 1,000 to 2,500 population. As the schools in these smaller towns are kept practically as long as those in cities, it follows that their inclusion with rural schools has appreciably affected the reported length of term in rural districts.

TABLE 6.—TEACHERS' SALARIES.

(See page 30.)

Table 6 shows the total amounts paid for teachers' salaries in the States and the amounts paid urban and rural teachers separately. No attempt is made to present sums paid for other purposes, for the reason that many inaccuracies have been discovered in these items as they were reported to this bureau. It is thought, however, that the item for salaries is reported with a minimum of error. For comparison, the percentages for urban and rural of the total amount paid in the United States are presented in juxtaposition with the corresponding percentages of population:

	Per cent.		Total.
	Urban.	Rural.	
Population.....	46.3	53.7	100
Teachers' salaries.....	54.5	45.5	100

From this arrangement, it will be seen that, while only 46.3 per cent of the people in the United States live in cities, 54.5 per cent of the amount paid teachers is paid in cities. The reasons for this variation in favor of urban communities are too obvious to require comment.

DIAGRAMS.

Opposite each of the tables presented in this study appears a diagram in which the percentages of the table, except those for the District of Columbia, are presented in order of size. These diagrams show the rank of the several States in the particular items to which the diagrams correspond. It is not meant to convey any idea of excellence or superiority, but rather to present in graphic form the

percentages of the corresponding tables. The percentages used are for rural schools.

In concluding this discussion, the different items treated are brought together, and their relations presented in graphic form. Fortunately, all items except that of length of school term lend themselves readily to such a presentation. In Diagram A the black bars represent urban figures and the white the corresponding rural figures. The relations shown are for the United States as a whole.

DIAGRAM A.—*Summation of the study.*

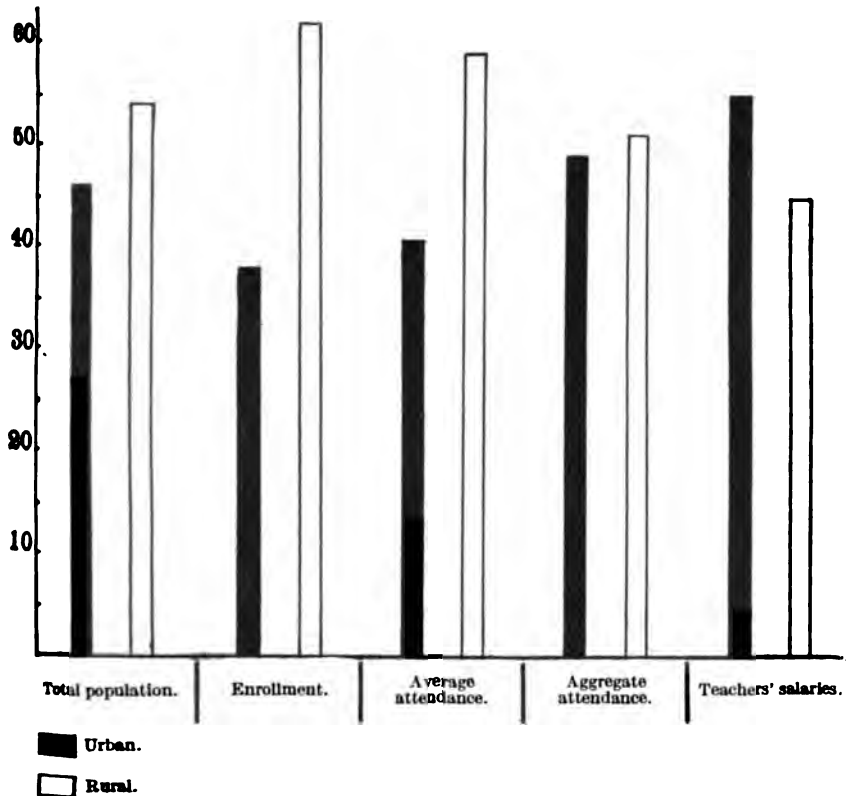


TABLE 1.—*Population¹ of the United States, classified as urban and rural, 1910.*

States.	Total.	Urban.	Rural.	Per cent urban.	Per cent rural.
United States.....	91,972,266	42,623,383	49,348,883	46.3	53.7
North Atlantic Division.....	25,868,573	19,178,718	6,689,855	74.1	25.9
South Atlantic Division.....	12,194,895	3,092,153	9,102,742	25.4	74.6
South Central Division.....	17,194,435	3,531,685	13,662,750	20.6	79.4
North Central Division.....	29,888,542	13,490,987	16,397,555	45.1	54.9
Western Division.....	6,825,821	3,329,840	3,495,981	48.8	51.2
North Atlantic Division:					
Maine.....	742,371	381,443	360,928	51.4	48.6
New Hampshire.....	430,572	255,099	175,473	59.2	40.8
Vermont.....	355,956	168,943	187,013	47.5	52.5
Massachusetts.....	3,366,416	3,125,387	241,049	92.8	7.2
Rhode Island.....	542,610	524,654	17,956	96.7	3.3
Connecticut.....	1,114,756	999,839	114,917	89.7	10.3
New York.....	9,113,614	7,185,494	1,928,120	78.8	21.2
New Jersey.....	2,537,167	1,907,210	629,957	75.2	24.8
Pennsylvania.....	7,665,111	4,630,699	3,034,442	60.4	39.6
South Atlantic Division:					
Delaware.....	202,322	97,085	105,237	48.0	52.0
Maryland.....	1,295,346	658,192	637,154	50.8	49.2
District of Columbia.....	331,069	331,069		100.0	
Virginia.....	2,061,612	476,529	1,585,083	23.1	76.9
West Virginia.....	1,221,119	228,242	992,877	18.7	81.3
North Carolina.....	2,206,287	318,474	1,887,813	14.4	85.6
South Carolina.....	1,515,400	224,832	1,290,568	14.8	85.2
Georgia.....	2,609,121	538,650	2,070,471	20.6	79.4
Florida.....	752,619	219,080	533,539	29.1	70.9
South Central Division:					
Kentucky.....	2,289,005	555,442	1,734,463	24.3	75.7
Tennessee.....	2,184,789	441,045	1,743,744	20.2	79.8
Alabama.....	2,138,093	370,431	1,767,662	17.3	82.7
Mississippi.....	1,797,114	207,311	1,589,803	11.5	88.5
Louisiana.....	1,659,388	496,510	1,159,872	30.0	70.0
Texas.....	3,896,542	938,104	2,958,438	24.1	75.9
Arkansas.....	1,574,449	202,681	1,371,768	12.9	87.1
Oklahoma.....	1,657,155	320,155	1,337,000	19.3	80.7
North Central Division:					
Ohio.....	4,767,121	2,665,143	2,101,978	55.9	44.1
Indiana.....	2,700,876	1,143,835	1,557,041	42.4	57.6
Illinois.....	5,638,591	3,476,929	2,161,662	61.7	38.3
Michigan.....	2,810,173	1,327,044	1,483,129	47.2	52.8
Wisconsin.....	2,333,960	1,004,320	1,329,540	43.0	57.0
Minnesota.....	2,075,708	850,294	1,225,414	41.0	59.0
Iowa.....	2,224,771	680,054	1,544,717	30.6	69.4
Missouri.....	3,293,335	1,398,817	1,894,518	42.5	57.5
North Dakota.....	577,056	63,236	513,820	11.0	89.0
South Dakota.....	583,988	76,673	507,315	13.1	86.9
Nebraska.....	1,192,214	310,852	881,362	26.1	73.9
Kansas.....	1,690,949	493,790	1,197,159	29.2	70.8
Western Division:					
Montana.....	376,053	133,420	242,633	35.5	64.5
Wyoming.....	145,965	43,221	102,744	29.6	70.4
Colorado.....	799,024	404,840	394,184	50.7	49.3
New Mexico.....	327,301	46,571	280,730	14.2	85.8
Arizona.....	204,354	63,260	141,094	31.0	69.0
Utah.....	373,351	172,934	200,417	46.3	53.7
Nevada.....	81,875	13,367	68,508	16.3	83.7
Idaho.....	325,694	99,898	225,696	21.5	78.5
Washington.....	1,141,990	605,530	536,460	53.0	47.0
Oregon.....	672,765	307,080	365,705	45.6	54.4
California.....	2,377,549	1,469,739	907,810	61.8	38.2

¹ Statistics of the Bureau of the Census.

DIAGRAM B.—*Ratio of rural population to total population.*

1. North Dakota—89.0 per cent.	
2. Mississippi—88.5 per cent.	
3. Arkansas—87.1 per cent.	
4. South Dakota—86.9 per cent.	
5. New Mexico—85.8 per cent.	
6. North Carolina—85.6 per cent.	
7. South Carolina—85.2 per cent.	
8. Nevada—83.7 per cent.	
9. Alabama—82.7 per cent.	
10. West Virginia—81.3 per cent.	
11. Oklahoma—80.7 per cent.	
12. Tennessee—79.8 per cent.	
13. Georgia—79.4 per cent.	
14. Idaho—78.5 per cent.	
15. Virginia—78.9 per cent.	
16. Texas—75.9 per cent.	
17. Kentucky—75.7 per cent.	
18. Nebraska—73.9 per cent.	
19. Florida—70.9 per cent.	
20. Kansas—70.8 per cent.	
21. Wyoming—70.4 per cent.	
22. Louisiana—70.0 per cent.	
23. Iowa—69.4 per cent.	
24. Arizona—69.0 per cent.	
25. Montana—64.5 per cent.	
26. Minnesota—59.0 per cent.	
27. Indiana—57.6 per cent.	
28. Missouri—57.5 per cent.	
29. Wisconsin—57.0 per cent.	
30. Oregon—54.4 per cent.	
31. Utah—53.7 per cent.	
32. Michigan—52.8 per cent.	
33. Vermont—52.5 per cent.	
34. Delaware—52.0 per cent.	
35. Colorado—49.3 per cent.	
36. Maryland—49.2 per cent.	
37. Maine—48.6 per cent.	
38. Washington—47.0 per cent.	
39. Ohio—44.1 per cent.	
40. New Hampshire—40.8 per cent.	
41. Pennsylvania—39.6 per cent.	
42. Illinois—38.3 per cent.	
43. California—38.2 per cent.	
44. New Jersey—24.8 per cent.	
45. New York—21.2 per cent.	
46. Connecticut—10.3 per cent.	
47. Massachusetts—7.2 per cent.	
48. Rhode Island—3.3 per cent.	

TABLE 2.—*Public-school enrollment, classified as urban and rural, 1909-10.*

States.	Total.	Urban.	Rural.	Per cent urban.	Per cent rural.
United States.....	17,814,482	6,712,809	11,100,553	37.7	62.3
North Atlantic Division.....	4,216,879	2,936,614	1,280,265	69.6	30.4
South Atlantic Division.....	2,573,286	494,244	2,079,142	19.2	80.8
South Central Division.....	3,813,989	579,979	3,234,010	15.2	84.8
North Central Division.....	5,982,589	2,161,036	3,821,553	36.1	63.9
Western Division.....	1,227,600	542,026	685,583	44.2	55.8
North Atlantic Division:					
Maine.....	144,278	62,210	82,068	43.0	57.0
New Hampshire.....	63,972	33,900	30,072	53.0	47.0
Vermont.....	66,615	23,499	43,116	35.3	64.7
Massachusetts.....	535,899	492,850	43,049	92.0	8.0
Rhode Island.....	80,061	76,453	3,608	95.4	4.6
Connecticut.....	190,353	175,374	15,079	92.1	7.9
New York.....	1,422,980	1,117,146	305,833	78.5	21.5
New Jersey.....	426,797	280,594	136,203	67.6	32.4
Pennsylvania.....	1,282,966	664,688	618,277	52.0	48.0
South Atlantic Division:					
Delaware.....	35,960	13,331	22,619	37.1	62.9
Maryland.....	228,393	88,425	149,968	37.0	63.0
District of Columbia.....	55,774			100.0	
Virginia.....	402,109	73,100	329,009	18.2	81.8
West Virginia.....	276,458	41,420	235,038	15.0	85.0
North Carolina.....	520,404	59,486	460,918	11.3	88.7
South Carolina.....	340,415	40,867	299,548	12.0	88.0
Georgia.....	555,794	84,798	470,996	15.0	85.0
Florida.....	148,089	37,043	111,046	25.0	75.0
South Central Division:					
Kentucky.....	494,863	414,327	80,536	16.3	83.7
Tennessee.....	521,753	72,286	449,467	13.9	86.1
Alabama.....	424,611	48,323	376,288	11.4	88.6
Mississippi.....	409,137	33,909	435,228	7.2	92.8
Louisiana.....	263,617	59,648	203,969	22.6	77.4
Texas.....	821,631	171,566	650,065	20.9	79.1
Arkansas.....	395,978	39,231	356,747	9.9	90.1
Oklahoma.....	422,399	74,480	347,919	17.7	82.3
North Central Division:					
Ohio.....	838,080	402,966	435,124	48.1	51.9
Indiana.....	531,459	192,012	339,447	36.1	63.9
Illinois.....	1,002,067	530,107	472,580	53.0	47.0
Michigan.....	541,501	222,566	318,935	41.1	58.9
Wisconsin.....	464,311	155,354	308,957	33.5	66.5
Minnesota.....	440,083	136,205	303,878	31.0	69.0
Iowa.....	510,661	147,226	363,436	24.9	75.1
Missouri.....	707,031	216,609	490,422	30.7	69.3
North Dakota.....	139,802	11,471	128,331	8.2	91.8
South Dakota.....	126,263	13,801	112,452	11.0	89.0
Nebraska.....	1 281,975	55,602	226,373	19.7	80.3
Kansas.....	398,746	97,128	301,618	24.4	75.6
Western Division:					
Montana.....	66,141	24,369	41,782	36.8	63.2
Wyoming.....	24,584	7,014	17,570	28.6	71.5
Colorado.....	168,798	83,099	85,699	49.2	50.8
New Mexico.....	56,304	7,366	48,938	13.1	86.9
Arizona.....	31,312	13,064	18,258	42.0	58.0
Utah.....	91,611	41,238	50,373	45.0	55.0
Nevada.....	1 10,200	3,609	6,591	35.4	64.6
Idaho.....	76,168	15,521	60,647	20.4	79.6
Washington.....	215,688	84,525	131,163	39.2	60.8
Oregon.....	118,412	45,984	72,428	38.6	61.5
California.....	368,391	216,257	152,134	58.7	41.3

1 Estimate.

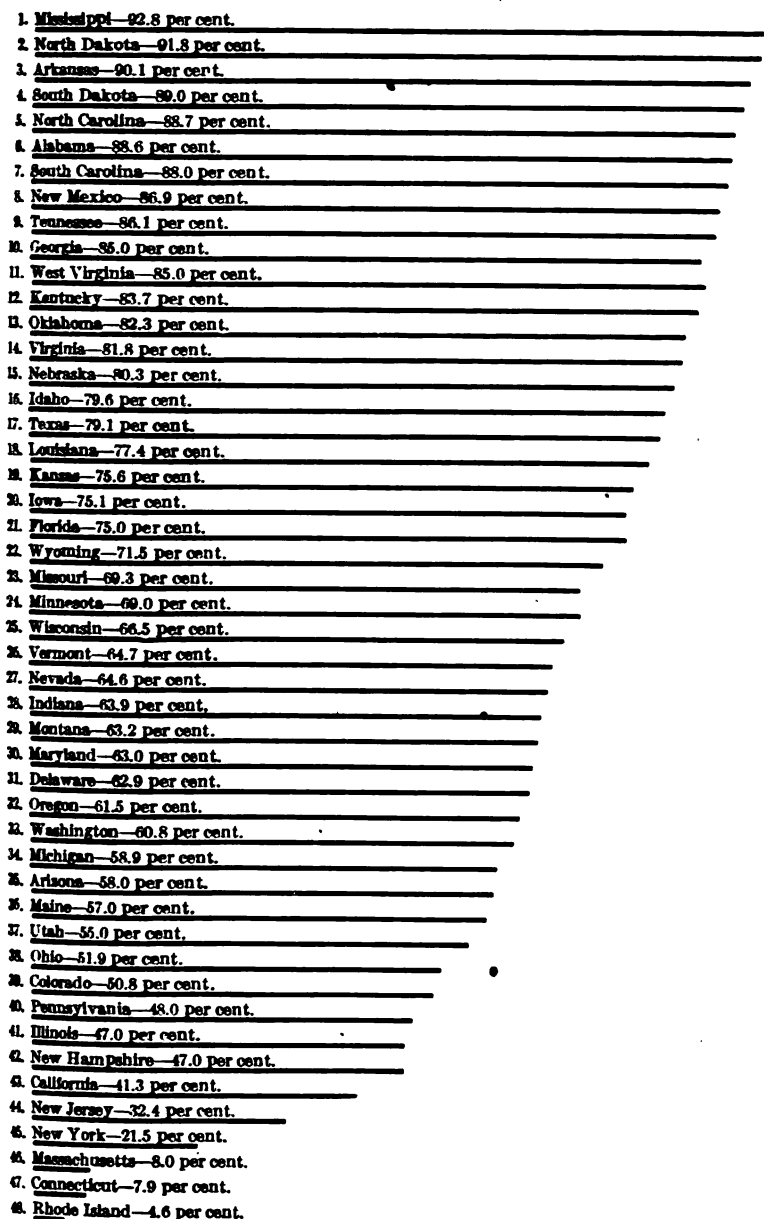
DIAGRAM C.—*Ratio of rural enrollment to total enrollment.*

TABLE 3.--Average daily attendance, classified as urban and rural, 1909-10.

States.	Total.	Urban.	Rural.	Per cent urban.	Per cent rural.
United States	12,834,307	5,324,749	7,509,558	41.5	58.5
North Atlantic Division	3,315,279	2,369,321	945,958	71.5	28.5
South Atlantic Division	1,687,665	367,933	1,319,732	21.8	78.2
South Central Division	2,408,257	429,287	2,038,970	17.4	82.6
North Central Division	4,465,915	1,737,767	2,728,148	38.9	61.1
Western Division	897,191	420,441	476,750	46.9	53.1
North Atlantic Division:					
Maine	106,955	50,066	56,889	46.9	53.1
New Hampshire	50,101	27,515	22,586	54.9	45.1
Vermont	52,104	17,841	34,263	34.2	65.8
Massachusetts	444,090	407,095	36,995	91.7	8.3
Rhode Island	61,487	58,485	3,002	95.1	4.9
Connecticut	152,190	138,867	13,323	91.3	8.7
New York	1,122,649	882,728	239,921	78.6	21.4
New Jersey	324,239	241,653	82,586	74.5	25.5
Pennsylvania	1,001,464	545,051	456,413	54.4	45.6
South Atlantic Division:					
Delaware	22,559	10,424	12,135	46.2	53.8
Maryland	145,762	67,182	78,580	46.1	53.9
District of Columbia	44,627	44,627	.....	100.0	.....
Virginia	259,394	53,963	205,431	20.8	79.2
West Virginia	189,900	30,576	159,324	16.1	83.9
North Carolina	331,335	41,807	289,528	12.6	87.4
South Carolina	243,901	29,795	214,106	12.2	87.8
Georgia	346,285	63,073	283,222	18.2	81.8
Florida	103,892	26,496	77,406	25.5	74.5
South Central Division:					
Kentucky	315,196	63,519	251,677	20.1	79.9
Tennessee	363,953	57,367	306,586	15.8	84.2
Alabama	266,589	34,482	232,107	12.9	87.1
Mississippi	261,384	24,471	236,913	9.3	90.7
Louisiana	182,659	45,820	136,839	25.1	74.9
Texas	544,691	120,397	424,294	22.1	77.9
Arkansas	255,135	29,717	225,418	11.6	88.4
Oklahoma	278,650	53,514	225,136	19.3	80.7
North Central Division:					
Ohio	648,544	325,010	323,534	50.1	49.9
Indiana	420,780	152,819	267,961	36.3	63.7
Illinois	779,040	425,977	353,063	54.7	45.3
Michigan	443,458	183,832	259,626	41.5	58.5
Wisconsin	320,439	128,390	192,049	40.1	59.9
Minnesota	348,500	112,618	235,882	32.3	67.7
Iowa	360,178	102,688	257,490	28.5	71.5
Missouri	490,390	165,328	325,062	33.7	66.3
North Dakota	90,149	9,378	80,771	10.4	89.6
South Dakota	80,032	11,451	68,581	14.3	85.7
Nebraska	193,076	44,783	148,293	23.2	76.8
Kansas	291,329	75,493	215,836	25.9	74.1
Western Division:					
Montana	41,314	19,080	22,234	46.2	53.8
Wyoming	16,730	5,905	10,825	35.3	64.7
Colorado	107,520	61,603	45,917	57.3	42.7
New Mexico	37,389	5,086	32,304	13.6	86.4
Arizona	20,094	8,950	11,144	44.6	55.4
Utah	69,246	33,743	35,503	48.7	51.3
Nevada	7,400	2,633	4,767	35.6	64.4
Idaho	51,137	11,276	39,861	22.1	77.9
Washington	156,064	64,931	91,133	41.6	58.4
Oregon	103,553	37,914	65,639	36.6	63.4
California	286,744	168,421	118,323	58.6	41.4

¹ Average attendance in high schools estimated.² Estimate.

DIAGRAM D.—*Ratio of rural average attendance to total average attendance.*

1. Mississippi—90.7 per cent.
2. North Dakota—89.6 per cent.
3. Arkansas—88.4 per cent.
4. South Carolina—87.8 per cent.
5. North Carolina—87.4 per cent.
6. Alabama—87.1 per cent.
7. New Mexico—86.4 per cent.
8. South Dakota—85.7 per cent.
9. Tennessee—84.2 per cent.
10. West Virginia—83.9 per cent.
11. Georgia—81.8 per cent.
12. Oklahoma—80.7 per cent.
13. Kentucky—79.9 per cent.
14. Virginia—79.2 per cent.
15. Idaho—77.9 per cent.
16. Texas—77.9 per cent.
17. Nebraska—76.8 per cent.
18. Louisiana—74.9 per cent.
19. Florida—74.5 per cent.
20. Kansas—74.1 per cent.
21. Iowa—71.5 per cent.
22. Minnesota—67.7 per cent.
23. Missouri—66.3 per cent.
24. Vermont—65.8 per cent.
25. Wyoming—64.7 per cent.
26. Nevada—64.4 per cent.
27. Indiana—63.7 per cent.
28. Oregon—63.4 per cent.
29. Wisconsin—59.9 per cent.
30. Michigan—58.5 per cent.
31. Washington—58.4 per cent.
32. Arizona—55.4 per cent.
33. Maryland—53.9 per cent.
34. Delaware—53.8 per cent.
35. Montana—53.8 per cent.
36. Maine—53.1 per cent.
37. Utah—51.3 per cent.
38. Ohio—49.9 per cent.
39. Pennsylvania—45.6 per cent.
40. Illinois—45.3 per cent.
41. New Hampshire—45.1 per cent.
42. Colorado—42.7 per cent.
43. California—41.4 per cent.
44. New Jersey—25.5 per cent.
45. New York—21.4 per cent.
46. Connecticut—8.7 per cent.
47. Massachusetts—8.3 per cent.
48. Rhode Island—4.9 per cent.

TABLE 4.—Aggregate number of days' attendance, classified as urban and rural, 1909-10.

States.	Total.	Urban.	Rural.	Per cent urban.	Per cent rural.
United States	2,016,280,656	981,964,048	1,034,316,608	48.7	51.3
North Atlantic Division	596,631,782	445,662,568	150,969,214	74.7	25.3
South Atlantic Division	223,466,140	65,710,750	157,755,381	29.4	70.6
South Central Division	314,479,853	74,637,616	239,842,237	23.7	76.3
North Central Division	736,627,163	320,008,929	416,618,234	43.5	56.5
Western Division	145,075,718	75,944,176	69,131,542	52.4	47.6
North Atlantic Division:					
Maine	16,984,918	8,883,624	8,101,294	52.3	47.7
New Hampshire	8,216,564	4,841,678	3,374,886	58.9	41.1
Vermont	8,336,705	3,294,137	5,042,568	39.5	60.5
Massachusetts	82,600,740	76,658,213	5,942,527	92.1	7.9
Rhode Island	11,915,340	11,344,380	5,570,980	94.9	5.1
Connecticut	128,109,493	25,695,366	2,414,127	91.4	8.6
New York	210,559,101	167,691,169	42,867,932	79.6	20.4
New Jersey	59,660,041	45,081,117	14,578,924	75.5	24.5
Pennsylvania	170,248,880	102,173,004	68,075,876	60.1	39.9
South Atlantic Division:					
Delaware	3,891,504	2,003,356	1,888,148	51.5	48.5
Maryland	26,965,790	12,831,203	14,134,587	47.6	52.4
District of Columbia	8,085,888	8,085,888		100.0	
Virginia	36,315,160	9,599,777	26,715,383	26.5	73.5
West Virginia	28,446,600	5,375,008	20,071,592	21.2	78.8
North Carolina	33,763,036	6,756,168	27,006,868	20.0	80.0
South Carolina	26,622,482	5,451,782	20,170,700	21.3	78.7
Georgia	51,413,564	11,390,003	40,023,561	22.2	77.8
Florida	11,962,066	4,217,984	7,744,102	35.3	64.7
South Central Division:					
Kentucky	39,399,500	11,553,897	27,845,603	29.3	70.7
Tennessee	47,313,880	9,900,963	37,412,917	21.0	79.0
Alabama	31,273,831	6,152,307	25,121,524	19.7	80.3
Mississippi	135,185,018	4,167,464	30,987,554	11.9	88.1
Louisiana	24,778,489	7,600,175	16,078,314	31.5	68.5
Texas	71,354,468	20,758,609	50,595,859	29.1	70.9
Arkansas	27,171,877	5,155,980	22,015,897	19.0	81.0
Oklahoma	138,032,780	9,148,221	28,884,559	24.1	75.9
North Central Division:					
Ohio	110,252,480	60,049,865	50,202,615	54.5	45.5
Indiana	61,854,660	26,998,188	34,856,472	43.6	56.4
Illinois	133,683,336	79,074,299	54,609,037	59.1	40.9
Michigan	75,831,318	33,853,106	41,978,213	44.6	55.4
Wisconsin	57,679,070	24,439,738	33,239,332	42.4	57.6
Minnesota	61,885,786	20,669,434	31,216,352	39.8	60.2
Iowa	61,950,616	18,623,436	43,327,180	30.1	69.9
Missouri	76,001,416	31,334,932	44,666,484	41.2	58.8
North Dakota	13,285,028	1,713,941	11,571,087	13.0	87.0
South Dakota	13,281,548	2,037,025	11,244,523	15.4	84.6
Nebraska	133,289,613	8,078,048	25,211,565	24.3	75.7
Kansas	47,632,292	13,136,918	34,495,374	27.6	72.4
Western Division:					
Montana	16,527,612	3,461,626	3,065,966	53.0	47.0
Wyoming	2,434,097	1,024,867	1,409,210	41.2	58.8
Colorado	16,773,120	11,456,384	5,316,736	68.3	31.7
New Mexico	3,738,900	829,494	2,909,406	22.2	77.8
Arizona	2,723,845	1,561,930	1,161,915	57.3	42.7
Utah	11,413,557	5,845,915	5,567,642	51.2	48.8
Nevada	1,075,190	446,900	628,290	41.4	58.6
Idaho	16,985,739	2,024,080	4,961,679	29.0	71.0
Washington	26,875,936	11,932,807	14,943,129	44.4	55.6
Oregon	14,290,314	6,566,056	7,724,258	46.0	54.0
California	62,187,408	31,154,117	21,033,291	59.7	40.3

¹ Estimated in part.

DIAGRAM E.—Ratio of rural aggregate attendance to total aggregate attendance.

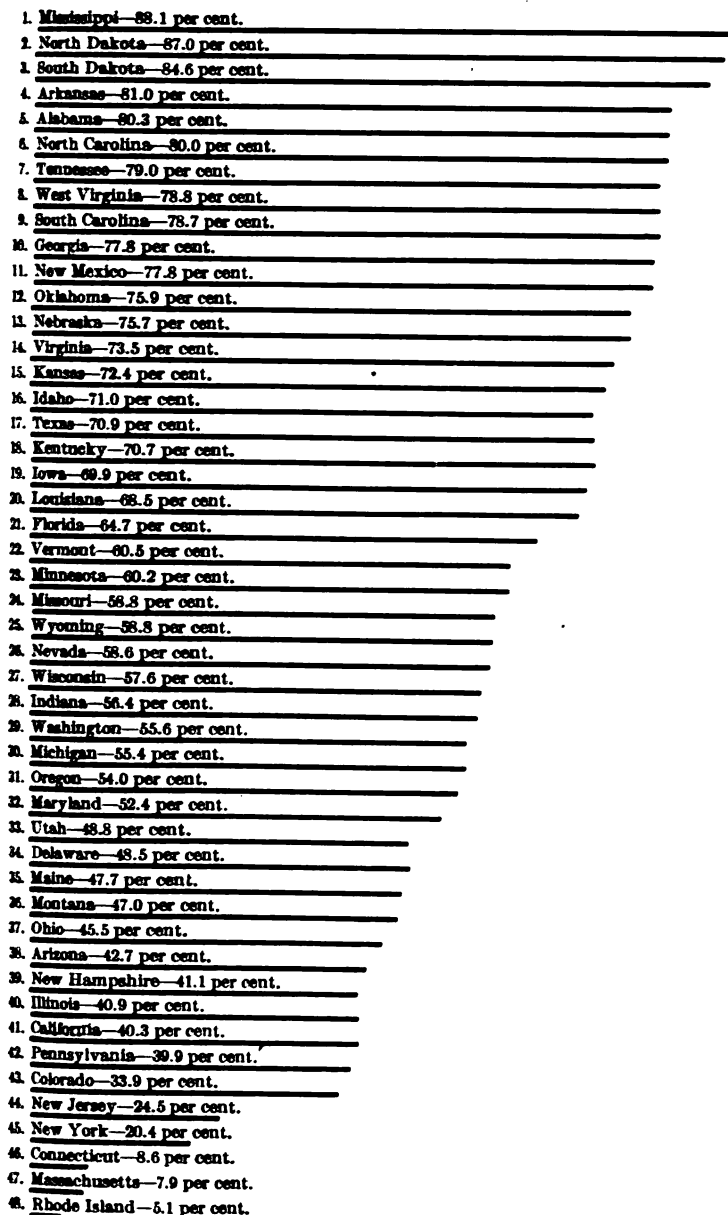


TABLE 5.—Average number of days the schools were kept during the year 1909-10.

States.	Urban and rural combined.	Urban.	Rural.
United States.....	157.0	184.3	137.7
North Atlantic Division.....	179.7	188.5	159.7
South Atlantic Division.....	132.4	178.7	119.5
South Central Division.....	125.7	174.0	117.6
North Central Division.....	164.7	184.1	152.7
Western Division.....	161.8	180.7	145.0
North Atlantic Division:			
Maine.....	159.0	177.4	142.5
New Hampshire.....	164.0	176.0	149.7
Vermont.....	160.2	185.0	147.0
Massachusetts.....	186.0	188.5	160.7
Rhode Island.....	¹ 193.0	194.0	190.2
Connecticut.....	184.7	185.0	181.2
New York.....	187.5	189.9	178.6
New Jersey.....	184.0	186.5	176.7
Pennsylvania.....	170.0	187.6	149.4
South Atlantic Division:			
Delaware.....	172.5	193.0	157.0
Maryland.....	185.0	191.0	179.8
District of Columbia.....	181.2	181.2	.....
Virginia.....	140.0	177.8	130.5
West Virginia.....	134.0	176.0	127.5
North Carolina.....	101.9	161.8	93.3
South Carolina.....	105.1	183.0	94.6
Georgia.....	² 144.4	180.6	141.5
Florida.....	115.1	159.2	100.1
South Central Division:			
Kentucky.....	125.0	181.8	110.6
Tennessee.....	130.0	172.5	122.0
Alabama.....	117.3	178.3	108.5
Mississippi.....	135.0	170.5	131.0
Louisiana.....	135.6	170.2	124.1
Texas.....	131.0	173.0	119.2
Arkansas.....	106.5	174.0	98.0
Oklahoma.....	136.0	171.2	128.5
North Central Division:			
Ohio.....	170.0	184.7	155.0
Indiana.....	¹ 147.0	177.2	130.3
Illinois.....	171.0	185.8	154.8
Michigan.....	171.0	185.5	161.6
Wisconsin.....	180.0	191.0	173.0
Minnesota.....	149.0	184.0	132.5
Iowa.....	¹ 172.0	181.0	168.6
Missouri.....	155.0	180.0	137.7
North Dakota.....	147.3	182.8	143.2
South Dakota.....	¹ 165.9	178.0	163.8
Nebraska.....	173.0	180.5	170.5
Kansas.....	163.5	174.1	160.0
Western Division:			
Montana.....	158.0	181.5	138.8
Wyoming.....	140.9	173.5	136.0
Colorado.....	156.0	180.3	123.8
New Mexico.....	100.0	163.2	90.1
Arizona.....	135.5	174.6	105.0
Utah.....	164.8	173.7	157.0
Nevada.....	145.3	170.0	131.8
Idaho.....	137.0	179.5	112.2
Washington.....	172.0	183.8	164.0
Oregon.....	138.0	173.5	118.7
California.....	182.0	186.0	178.0

¹ From State printed report for 1910.² Includes tuition term.

DIAGRAM F.—Average length of rural school term.

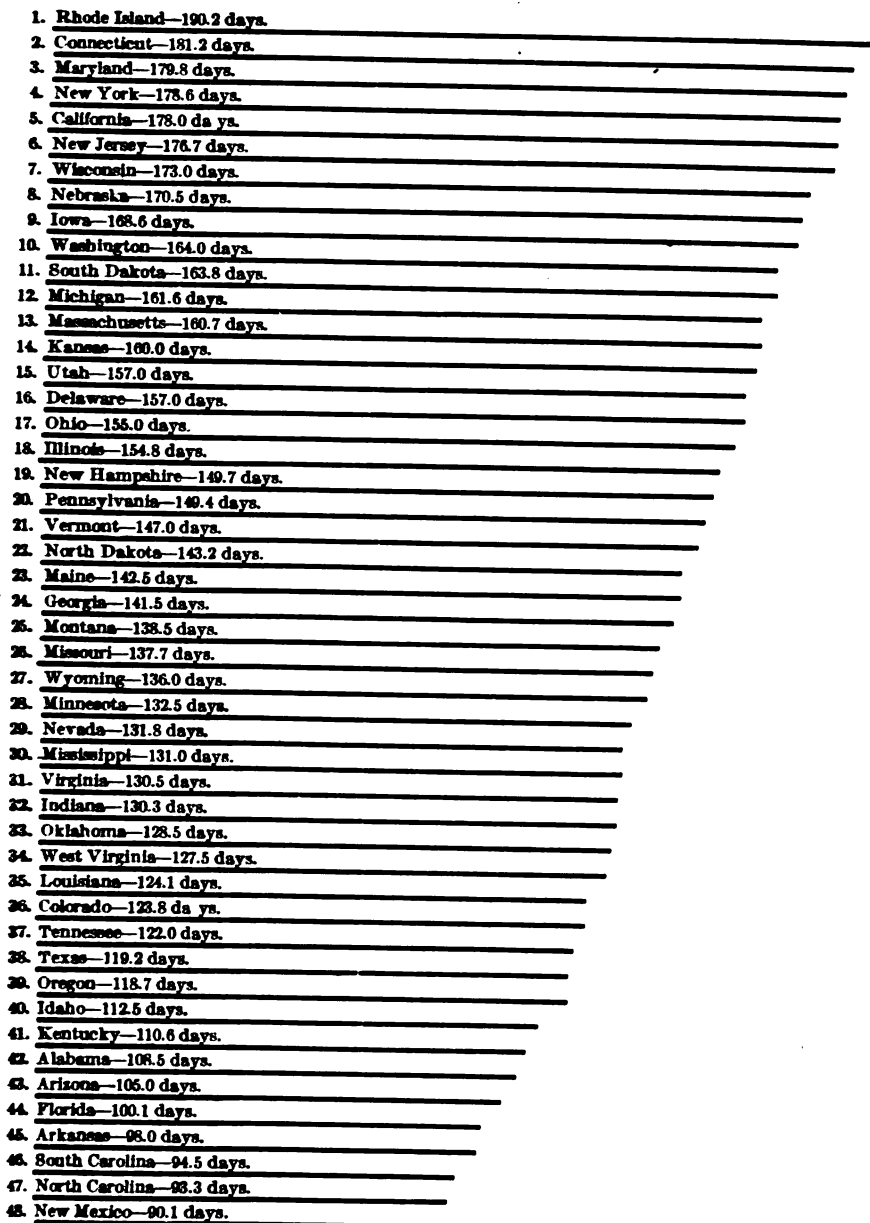


TABLE 6.—*Amounts paid for teachers' salaries, 1909-10.*

States	Total.	Urban.	Rural.	Per cent urban.	Per cent rural.
United States.....	258,421,843	140,729,057	117,692,786	54.5	45.5
North Atlantic Division.....	85,998,816	65,228,736	20,770,080	75.8	24.2
South Atlantic Division.....	18,930,699	7,210,736	11,719,963	38.0	62.0
South Central Division.....	29,793,849	8,514,286	21,279,563	28.6	71.4
North Central Division.....	96,602,359	45,243,859	51,358,500	46.8	53.2
Western Division.....	27,096,120	14,531,440	12,564,680	53.6	46.4
North Atlantic Division:					
Maine.....	1,921,309	906,816	1,014,493	47.2	52.8
New Hampshire.....	1,052,169	594,123	458,046	56.5	43.5
Vermont.....	928,260	410,826	517,434	44.3	55.7
Massachusetts.....	12,189,259	10,250,391	1,938,868	84.1	15.9
Rhode Island.....	1,504,571	1,416,328	88,243	94.2	5.8
Connecticut.....	3,218,063	3,098,294	119,769	96.3	3.7
New York.....	36,651,566	29,709,890	6,941,676	81.0	19.0
New Jersey.....	8,876,300	6,877,077	1,999,223	77.5	22.5
Pennsylvania.....	19,657,319	11,964,991	7,692,328	60.9	39.1
South Atlantic Division:					
Delaware.....	417,620	208,834	208,786	50.1	49.9
Maryland.....	2,842,418	1,532,744	1,309,674	54.0	46.0
District of Columbia.....	1,576,582	1,576,582		100.0	
Virginia.....	2,911,141	813,561	2,097,580	28.0	72.0
West Virginia.....	2,881,652	668,736	2,212,916	23.2	76.8
North Carolina.....	2,245,974	563,295	1,682,679	25.1	74.9
South Carolina.....	1,487,444	378,576	1,108,868	25.5	74.5
Georgia.....	3,401,200	1,116,236	2,284,964	32.8	67.2
Florida.....	1,166,668	352,172	814,496	30.3	69.7
South Central Division:					
Kentucky.....	3,890,528	1,322,545	2,567,983	34.0	66.0
Tennessee.....	3,007,904	1,030,654	1,977,250	34.3	65.7
Alabama.....	2,837,537	664,843	2,172,694	23.4	76.6
Mississippi.....	2,276,582	432,608	1,843,976	19.0	81.0
Louisiana.....	2,701,803	997,684	1,704,119	37.0	63.0
Texas.....	8,506,457	2,532,817	5,973,640	29.8	70.2
Arkansas.....	2,708,367	485,058	2,223,309	17.9	82.1
Oklahoma.....	3,864,871	1,048,079	2,816,792	27.0	73.0
North Central Division:					
Ohio.....	15,332,221	8,690,481	6,641,740	56.7	43.3
Indiana.....	9,399,658	3,997,965	5,401,693	42.5	57.5
Illinois.....	17,444,346	10,955,906	6,488,440	63.0	37.0
Michigan.....	8,771,896	4,388,238	4,383,658	50.1	49.9
Wisconsin.....	6,719,059	3,404,146	3,314,913	50.7	49.3
Minnesota.....	7,309,244	3,110,450	4,258,794	42.2	57.8
Iowa.....	8,335,917	3,132,258	5,203,659	37.6	62.4
Missouri.....	8,332,832	4,005,847	4,326,985	48.1	51.9
North Dakota.....	2,501,102	302,751	2,198,351	12.1	87.9
South Dakota.....	2,059,797	308,012	1,751,785	14.9	85.1
Nebraska.....	4,562,945	1,228,129	3,334,816	26.9	73.1
Kansas.....	5,773,342	1,719,676	4,053,666	29.8	70.2
Western Division:					
Montana.....	1,452,039	695,648	756,391	48.0	52.0
Wyoming.....	487,260	144,350	342,910	29.7	70.3
Colorado.....	3,336,715	1,899,954	1,446,761	56.6	43.4
New Mexico.....	513,552	127,893	385,659	24.9	75.1
Arizona.....	695,106	250,744	444,362	36.1	63.9
Utah.....	1,445,044	805,517	639,527	55.7	44.3
Nevada.....	249,200	118,329	130,871	47.4	52.6
Idaho.....	1,225,890	358,255	867,635	29.3	70.7
Washington.....	4,960,727	2,495,282	2,465,445	50.3	49.7
Oregon.....	2,299,689	1,090,660	1,209,029	46.2	53.8
California.....	10,430,898	6,584,808	3,846,090	63.0	37.0

DIAGRAM G.—*Ratio of rural teachers' salaries to total for teachers' salaries.*

1. North Dakota—87.9 per cent.
2. South Dakota—85.1 per cent.
3. Arkansas—82.1 per cent.
4. Mississippi—81.0 per cent.
5. West Virginia—76.8 per cent.
6. Alabama—76.6 per cent.
7. New Mexico—75.1 per cent.
8. North Carolina—74.9 per cent.
9. South Carolina—74.5 per cent.
10. Nebraska—73.1 per cent.
11. Oklahoma—73.0 per cent.
12. Virginia—72.0 per cent.
13. Idaho—70.7 per cent.
14. Wyoming—70.3 per cent.
15. Kansas—70.2 per cent.
16. Texas—70.2 per cent.
17. Florida—69.7 per cent.
18. Georgia—67.2 per cent.
19. Kentucky—66.0 per cent.
20. Tennessee—65.7 per cent.
21. Arizona—63.9 per cent.
22. Louisiana—63.0 per cent.
23. Iowa—62.4 per cent.
24. Minnesota—61.8 per cent.
25. Indiana—61.5 per cent.
26. Vermont—65.7 per cent.
27. Oregon—63.8 per cent.
28. Maine—62.8 per cent.
29. Nevada—62.6 per cent.
30. Montana—62.0 per cent.
31. Missouri—61.9 per cent.
32. Delaware—49.9 per cent.
33. Michigan—49.9 per cent.
34. Washington—49.7 per cent.
35. Wisconsin—49.3 per cent.
36. Maryland—46.0 per cent.
37. Utah—44.3 per cent.
38. New Hampshire—43.5 per cent.
39. Colorado—43.4 per cent.
40. Ohio—43.3 per cent.
41. Pennsylvania—39.1 per cent.
42. California—37.0 per cent.
43. Illinois—37.0 per cent.
44. New Jersey—22.5 per cent.
45. New York—19.0 per cent.
46. Massachusetts—15.9 per cent.
47. Rhode Island—5.8 per cent.
48. Connecticut—3.7 per cent.

PUBLIC AND PRIVATE HIGH SCHOOLS

PREPARED BY THE
STATISTICAL DIVISION OF THE
BUREAU OF EDUCATION



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PUBLIC AND PRIVATE HIGH SCHOOLS.

In every State the public high school is now firmly established as a part of the educational system. It is no longer merely a link between the elementary school and the college, but attempts to prepare for intelligent citizenship the common-school pupil who has not the time or the means for acquiring a higher education. The public school systems in most of the States provide for a carefully devised scheme of studies covering 12 grades and extending through as many years. The first 8 are known as the elementary grades, and the grades from 9 to 12, inclusive, are the secondary or high-school grades. In a few of the States the elementary schools have only 7 grades and in the whole country the public high schools having courses of three years or less include about one-third of the total number. In some localities the term "secondary" is applied to the upper grades of the elementary school, but generally the secondary school is the high school, and the meaning of the term is so restricted in the reports of the Bureau of Education. The private high schools and academies and college preparatory schools maintain courses of study practically parallel with the courses in public high schools, and all of these schools are referred to as secondary schools.

In collecting statistics of secondary schools every effort is made to exclude from enumeration in high-school grades all pupils who are not actually pursuing secondary studies. To assist the high-school principal in making the classification the following definition appears on every schedule sent from this bureau for the purpose of collecting secondary-school statistics:

Secondary student (or high-school student) should be taken as meaning a student who has completed an elementary school course at least seven years in length (ordinarily eight years) or its equivalent, and has pursued within the past year at least two recognized high-school studies, e. g., Latin, French, German, algebra, geometry, physical geography, physics, general history.

In former years all schools reporting five or more secondary students were counted in the aggregate number of high schools, but for the year 1910-11 only schools reporting 10 or more secondary students were considered. Several hundred schools were thus omitted from the statistical summaries.

The failure of many high-school principals to respond to the repeated requests for information sent from this bureau keeps the reported secondary enrollment for the whole country some thousands

below the actual number which should be credited to the high schools, public and private.

In the year 1909-10 the combined enrollment of the public and private secondary schools passed the million mark, the aggregate being 1,032,461. Of this number, 10,213 public high schools reported 915,061 secondary students, 398,525 boys and 516,536 girls. For the same year 1,781 private high schools and academies reported 117,400 secondary students, 55,474 boys and 61,926 girls.

For the year 1910-11 there were 10,234 public high schools, reporting 984,677 secondary students, 433,053 boys and 551,624 girls. There were 1,979 private high schools and academies, reporting 130,649 secondary students, 61,298 boys and 69,351 girls.

The aggregate of 1,115,326 was 82,864 more than the number of secondary students reported by the public and private high schools for the year ended June, 1910.

Not included in the above enumeration are the secondary students in the preparatory departments of universities and colleges, in normal schools, and in certain manual and industrial training schools. This number, which is not below 100,000, does not enter into the statistical summaries of this chapter.

The table which follows gives comparatively for public and private high schools the number of schools, the number of teachers, and the number of students reported for each year since 1889-90. The rate of increase in enrollment in these schools is much greater than the rate of increase in population. In 1890 the public and private high schools enrolled nearly 5 secondary students to the 1,000 of population, in 1900 the number was 8 to the 1,000, and in 1910 the enrollment was 11 to the 1,000 of population.

Public and private high schools since 1889-90.

Year reported.	Public.			Private.			Total.		
	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.
1889-90.....	2,526	9,120	202,963	1,632	7,209	94,931	4,158	16,329	297,894
1890-91.....	2,771	8,270	211,596	1,714	6,231	98,400	4,485	14,501	309,996
1891-92.....	3,035	9,364	239,356	1,550	7,093	100,739	4,585	16,457	340,295
1892-93.....	3,218	10,141	254,023	1,575	7,199	102,375	4,793	17,340	356,398
1893-94.....	3,964	12,120	289,274	1,982	8,009	118,645	5,946	20,129	407,919
1894-95.....	4,712	14,122	350,099	2,180	8,559	118,347	6,982	22,681	468,446
1895-96.....	4,974	15,700	380,493	2,106	8,752	106,654	7,080	24,452	487,147
1896-97.....	5,109	16,809	409,433	2,100	9,574	107,633	7,209	26,383	517,066
1897-98.....	5,315	17,941	449,000	1,990	9,357	105,225	7,305	27,298	554,825
1898-99.....	5,495	18,718	476,227	1,957	9,410	103,838	7,452	28,128	580,065
1899-1900.....	6,005	20,372	519,351	1,978	10,117	110,797	7,983	30,489	630,043
1900-1901.....	6,318	21,778	541,730	1,892	9,775	108,221	8,210	31,553	649,951
1901-2.....	6,292	22,415	550,611	1,835	9,903	104,690	8,127	32,318	655,301
1902-3.....	6,800	24,349	592,213	1,690	9,446	101,847	8,490	33,795	694,060
1903-4.....	7,230	26,760	635,808	1,606	9,566	103,407	8,836	36,326	739,215
1904-5.....	7,576	28,461	679,702	1,627	9,850	107,207	9,203	38,311	786,909
1905-6.....	8,031	30,844	722,092	1,529	9,787	101,755	9,560	40,631	824,447
1906-7.....	8,804	32,774	751,081	1,434	8,956	97,110	10,238	41,730	848,191
1907-8.....	8,960	35,399	770,456	1,320	8,564	91,652	10,280	43,963	862,106
1908-9.....	9,317	37,491	841,273	1,301	8,704	93,656	10,618	46,195	934,929
1909-10.....	10,213	41,667	915,061	1,781	11,146	117,400	11,994	52,813	1,032,461
1910-11.....	10,234	45,167	984,677	1,979	12,073	130,649	12,213	57,240	1,115,326

If the secondary students reported in all other institutions outside of public and private high schools be added to the totals in the above table, it will be found that there were 367,003 secondary students reported in 1890, or nearly 6 to the 1,000 of population; 719,241 in 1900, or more than 9 to the 1,000; and 1,131,466 reported in 1910, or over 12 to the 1,000 of population.

For the two decades the growth of public high schools from year to year has been steady and rapid, while the progress of private high schools has been more fluctuating. In years of business depression, when the private schools are more directly affected, hundreds of principals decline to give information. This failure to report causes an undue falling off in the number of schools and in the aggregate enrollment in years of adversity.

For the past two or three years the private high schools have been more prosperous than at any time in the past decade. By persistent efforts the bureau has been able to secure for 1910-11 reports from many schools which have been silent for years and in the same time some new schools have been added to the lists.

The relative progress of public and private high schools since 1890 may be learned from the following table:

Relative progress of public and private high schools in 21 years.

Year reported.	Per cent of number of schools.		Per cent of number of teachers.		Per cent of number of students.	
	Public.	Private.	Public.	Private.	Public.	Private.
1890-90.....	60.75	39.25	55.85	44.15	68.13	31.87
1890-91.....	61.78	38.22	57.03	42.97	68.26	31.74
1891-92.....	66.19	33.81	57.42	42.58	70.40	29.60
1892-93.....	66.23	33.77	60.25	39.75	70.78	29.22
1893-94.....	66.67	33.33	60.21	39.79	70.91	29.09
1894-95.....	68.37	31.63	62.26	37.74	74.74	25.26
1895-96.....	70.25	29.75	64.21	35.79	78.11	21.89
1896-97.....	70.87	29.13	63.71	36.29	79.18	20.82
1897-98.....	72.76	27.24	65.72	34.28	81.03	18.97
1898-99.....	73.74	26.26	66.55	33.45	82.10	17.90
1899-1900.....	75.22	24.78	66.82	33.18	82.41	17.59
1900-1901.....	76.95	23.05	69.02	30.98	83.35	16.65
1901-2.....	77.42	22.58	69.36	30.64	84.02	15.98
1902-3.....	80.04	19.96	72.05	27.95	85.33	14.67
1903-4.....	81.82	18.18	73.67	26.33	86.01	13.99
1904-5.....	82.32	17.68	74.29	25.71	86.38	13.62
1905-6.....	84.01	15.99	75.91	24.09	87.66	12.34
1906-7.....	85.99	14.01	78.54	21.46	88.55	11.45
1907-8.....	87.16	12.84	80.52	19.48	89.37	10.63
1908-9.....	87.75	12.25	81.16	18.84	89.98	10.02
1909-10.....	85.15	14.85	78.90	21.10	88.63	11.37
1910-11.....	83.80	16.20	78.91	21.09	88.29	11.71

For five successive years the enrollment by grades in public and private high schools has been summarized and presented in this chapter. Prior to 1907 the statistical schedules sent to high-school principals did not ask for the enrollment in each year of the high-school course. That year 7,624 of the 8,804 public high schools and 946 of the 1,434 private high schools reported the number of students in

each of the secondary grades. For 1908 complete returns by grade were received from the 8,960 public high schools reporting and from 1,172 of the private high schools. For 1909 the 9,317 public high schools reported enrollment by grade and 1,212 of the 1,301 private high schools. The 10,213 public high schools reporting in 1910 gave enrollment by grades, and 1,657 of the 1,781 private high schools. The returns for 1911 show that the 10,234 public high schools reported the number of students in each year of the course, while 1,841 of the 1,979 private high schools were complete in this respect. Following is a synopsis of the number of boys and girls in each year of the course in each class of schools in 1910-11:

Public and private high-school students classified by year of course and sex.

	Schools reporting.	First year.		Second year.		Third year.		Fourth year.		Total.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public high schools.....	10,234	194,502	226,833	114,374	148,839	74,986	102,004	49,191	73,948	433,053	557,024
Private high schools.....	1,841	19,851	22,001	15,400	17,066	12,222	13,479	9,664	11,034	57,197	63,580
Total.....	12,075	214,353	248,834	129,834	165,905	87,208	115,483	58,855	84,982	490,250	615,204

From the above enrollment figures it is ascertained that 41.90 per cent of 1,105,454 secondary students belonged to the first year, 26.75 per cent to the second year, 18.34 per cent to the third year, and 13.01 to the fourth year. These percentages vary but little from those given for each of the four years preceding. Some 10 years ago the bureau made an estimate of the number in each of the four years of the high-school course, based upon the grade enrollment published for a small number of secondary schools. That estimate gave 43 per cent in the first year, 26 per cent in the second, 18 per cent in the third, and 13 per cent in the fourth. The accuracy of this estimate is sustained by actual returns from nearly all the schools as shown in the following synopsis for the past five years:

Number and per cent of students in each year of high-school course.

1906-7.

	Schools reporting by grades.	Total number of students reported by grade.	In first year.		In second year.		In third year.		In fourth year.	
			Number.	Per cent of total.	Number.	Per cent of total.	Number.	Per cent of total.	Number.	Per cent of total.
Public high schools....	7,624	667,305	288,748	43.27	182,156	27.30	118,485	17.75	77,916	11.68
Private high schools....	946	66,349	21,936	33.06	17,610	26.54	14,837	22.36	11,966	18.04
Total.....	8,570	733,654	310,684	42.35	199,766	27.23	133,322	18.17	89,882	12.25

Number and per cent of students in each year of high-school course—Continued.

1907-8.

	Schools reporting by grades.	Total number of students reported by grade.	In first year.		In second year.		In third year.		In fourth year.	
			Number.	Per cent of total.	Number.	Per cent of total.	Number.	Per cent of total.	Number.	Per cent of total.
Public high schools....	8,960	770,456	333,274	43.26	209,265	27.16	137,526	17.85	90,391	11.73
Private high schools....	1,172	79,564	26,761	33.64	21,403	26.90	17,381	21.85	14,009	17.61
Total.....	10,132	850,010	360,035	42.36	230,668	27.14	154,907	18.22	104,400	12.28

1908-9.

Public high schools....	9,317	841,273	364,138	43.28	226,129	26.88	149,955	17.83	101,051	12.01
Private high schools....	1,212	84,752	29,122	34.36	22,820	26.93	18,066	21.34	14,724	17.37
Total.....	10,529	926,025	393,260	42.47	248,949	26.88	168,041	18.15	115,775	12.50

1909-10.

Public high schools....	10,213	915,061	392,505	42.89	247,936	27.10	163,176	17.83	111,444	12.18
Private high schools....	1,637	107,278	37,775	35.21	29,136	27.16	22,693	21.15	17,674	16.48
Total.....	11,870	1,022,339	430,280	42.09	277,072	27.10	185,869	18.18	129,118	12.63

1910-11.

Public high schools....	10,234	984,677	421,335	42.79	263,213	26.73	176,990	17.97	123,139	12.61
Private high schools....	1,841	120,777	41,852	34.65	32,526	26.93	25,701	21.28	20,698	17.14
Total.....	12,075	1,105,454	463,187	41.90	295,739	26.75	202,691	18.34	143,837	13.01

PUBLIC HIGH-SCHOOL STATISTICS.

The statistics of the 10,234 public high schools reporting to this bureau for the school year ended June, 1911, will be found summarized in Tables 1 to 13 in this chapter. As shown in Table 1 these schools had 45,167 teachers of the secondary or high-school grades, 20,152 men and 25,015 women. Here was an increase of 3,500 teachers over the preceding year. There was an increase of 1,262 in the number of men and 3,238 in the number of women in the teaching force.

There was a total of 984,677 secondary students enrolled in the public high schools, 433,053 boys and 551,624 girls. There was an increase of 34,528 boys and 35,088 girls over the enrollment of 1909-10. Included in the total was an enrollment of 14,512 colored students, 4,963 boys and 9,549 girls. Many of the high schools still maintain elementary grades. In these grades there were 166,462 pupils, 80,827 boys and 85,635 girls.

Tables 2 and 3 give the enrollment by courses of study. In the academic courses there were 790,261 students reported by 10,111

schools, in commercial courses 110,925 students reported by 1,752 schools, in technical and manual training courses 66,510 students reported by 687 schools, in training courses for teachers 14,680 students reported by 711 schools, in agricultural courses 20,042 students reported by 965 schools, and in domestic economy 32,876 students reported by 591 schools. These courses overlap more or less. Most of the students in courses in manual training and domestic economy are also counted by the principals in academic courses.

Table 4 shows that 55,750 students are reported as preparing for college, 31,698 boys and 24,052 girls. Of the total number, 29,478 were preparing for the college classical course, 11,877 boys and 17,601 girls. There were 19,821 boys and 6,451 girls preparing for college scientific courses, a total of 26,272.

In the class of 1911 there were 119,981 public high-school graduates, 47,497 boys and 72,484 girls, as shown in Table 5. Of these graduates, 41,392 had declared their intention of going to college, 21,347 boys and 20,045 girls. There were also 18,696 graduates who had prepared for admission to normal schools and other higher institutions, 5,284 boys and 13,412 girls.

Table 6 shows that the percentage of boys in the total enrollment of 984,677 was 43.98 and the percentage of girls 56.02. The percentage of students in college classical preparatory courses was 2.99 and the percentage in college scientific preparatory courses was 2.67. This percentage of graduates to the total number enrolled was 12.18. Of the total number of graduates it appears that 34.50 per cent had prepared for college.

In number but little more than 8 per cent of the public high schools will be found in cities of 8,000 population and over, but more than 47 per cent of the high-school enrollment is reported from these cities. Table 7 shows that in these cities there are 846 public high schools, with 17,213 teachers and 464,543 students. The averages indicate 20 teachers to a school, 27 students to a teacher, and 549 students to a school. Table 8 shows that outside of the cities of 8,000 population and over there are 9,388 high schools reported, with 27,954 teachers and 520,134 students. The averages indicate 3 teachers to a school, nearly 19 students to a teacher, and over 55 students to a school.

Table 9 is a summary showing the number of public high schools having courses of study extending through 4 years. There were 6,732 of these schools reporting in 1911, with 38,780 teachers and 869,557 students. The remaining 3,502 high schools had courses less than 4 years. These schools had 6,387 teachers and 115,120 students. It may be seen that the 4-year high schools enrolled more than 88 per cent of the total number of public high-school stu-

dents. The following comparison for the past 3 years indicates the growth of the 4-year high schools:

Public high schools with 4-year courses.

Year.	Schools reported.	Teachers.	Students.	Per cent. ¹
1909.....	5,920	31,758	74,904	88.07
1910.....	6,421	35,332	806,834	88.17
1911.....	6,732	38,780	869,557	88.31

¹ Ratio of enrollment to total public high-school enrollment.

To find by States the location of the public high schools having courses of less than four years, Table 9 should be compared with Table 1, taking the difference between the first columns. The columns for teachers and those for students may be likewise compared. Such a comparison by geographical division gives the following results:

Distribution of public high schools with reference to length of course.

Divisions.	High schools.		Teachers.		Students.		Percentage of students in 4-year high schools.
	With 4 years.	All others.	In 4-year high schools.	In all others.	In 4-year high schools.	In all others.	
United States.....	6,732	3,502	38,780	6,387	869,557	115,120	88.31
North Atlantic Division.....	1,460	730	11,635	1,499	283,578	27,478	91.17
South Atlantic Division.....	507	600	2,189	1,111	45,607	20,511	63.98
South Central Division.....	921	485	3,543	1,038	77,167	20,131	79.31
North Central Division.....	3,257	1,511	17,146	2,288	372,930	37,541	90.85
Western Division.....	587	176	4,267	461	90,275	9,459	90.52

The enrollment by grade for all the high schools reporting is exhibited in Tables 10 and 11, one table showing the enrollment by sex and the other giving the total enrollment for each year and the percentage as compared with the aggregate enrollment. It is shown that the percentages are 42.79 for the first year, 26.73 for the second, 17.97 for the third, and 12.51 for the fourth year. These percentages are exhibited in a synopsis near the beginning of this chapter, compared with like percentages for the private high schools.

Tables 12 and 13 summarize the statistics of equipment and income of the high schools from which financial statements could be obtained. A complete and satisfactory exhibit can not be made for the reason that the cost of most of the high schools is not separated from the general expenditures of the systems to which they belong. This applies particularly to the public high schools of the smaller cities.

The libraries of 9,052 public high schools had in 1911 an aggregate of 5,359,543 volumes. The value of grounds and buildings reported by 8,647 schools aggregated \$248,527,048, while the scientific appa-

ratus and other equipment used by 8,066 schools was valued at \$16,448,411. The money value of endowment possessed by 111 public high schools aggregated \$3,291,594. The expenditures for sites and buildings during the year 1910-11, as reported by 2,607 schools, aggregated \$24,299,909. The aggregate working income of 3,757 schools was \$19,742,043, of which \$18,331,973 was from public appropriations.

PRIVATE HIGH SCHOOLS AND ACADEMIES.

The statistics of the 1,979 private high schools and academies reporting to this bureau in 1911 will be found summarized in Tables 14 to 28. These schools reported 12,073 teachers, 4,986 men and 7,087 women, as instructors of secondary students. The enrollment in the high-school grades was 130,649 students, 61,298 boys and 69,351 girls. The total includes 5,327 colored students, nearly all in the negro schools of the two southern divisions. The schools maintaining departments below high-school grades reported 84,141 elementary pupils, 35,392 boys and 48,749 girls.

Tables 15 and 16 show the distribution of students by courses of study. There were 113,259 students in academic courses, 11,956 in commercial courses, 3,502 in technical or manual training, 5,246 in training courses for teachers, 2,188 in agricultural courses, and 5,028 in courses in domestic economy. Many students in the academic courses are also reported in other courses of study.

The statistics relating to college preparatory students are given in Tables 17, 18, and 19. There were 22,546 students reported as actually preparing for college, 16,301 boys and 6,245 girls. There were 13,448 students preparing for the college classical course, or 10.29 per cent of the total enrollment, and 9,098 preparing for college scientific courses, or 6.96 per cent of the total. In the class of 1911 there were 16,461 graduates, 7,586 boys and 8,875 girls. Of the graduates 6,729 were preparing for college, 4,649 boys and 2,078 girls. The graduates numbered 12.6 per cent of the total secondary enrollment, and 40.87 per cent of the graduates had prepared for college.

Tables 20 and 21 summarize the enrollment by grades. Of the 1,979 schools, 1,841 reported the number of students in each year of the high-school course. Of the total secondary enrollment of 130,649, the number thus reported was 120,777. The number in the first year was 41,852, or 34.65 per cent of the total, in the second year 32,526, or 26.93 per cent of the total, in the third year 25,701, or 21.28 per cent of the total, and the number reported for the fourth year was 20,698, or 17.14 per cent of the total secondary enrollment. The fourth-year enrollment includes some students in classes above the fourth year of the high-school course. The percentages here noted

are also exhibited at the beginning of this chapter in comparison with similar percentages for public high schools.

The classification of the private high schools and academies according to denominational or nonsectarian control is shown in Table 22, in three parts. Religious denominations control 1,280 of the 1,979 schools. These denominational schools have 7,362 of the 12,073 high-school teachers and 80,394 of the high-school enrollment.

Tables 23 and 24 give incomplete statistics of property and income. It is very difficult to procure from private and denominational schools statements relating to the financial affairs of the institution. Many of them decline to report even the item relating to libraries. In the libraries of 1,373 of the schools there were 2,340,502 volumes; 1,238 schools reported buildings and grounds valued at the aggregate of \$89,354,802, while 1,108 schools had scientific apparatus and other equipment valued at \$5,445,169. The money value of permanent endowment funds reported by 247 schools aggregates \$25,926,792. During the year 501 schools expended \$4,712,681 for sites, buildings, and permanent improvements. The total income reported by 977 schools was \$9,100,871.

Table 25 shows the average number of teachers, students, and graduates to a school. Table 26 gives the enrollment in schools for boys only, in schools for girls only, and in coeducational schools.

COMBINED STATISTICS.

For the convenience of those who prefer to study certain statistics of secondary schools as a whole, some of the tables relating to public and private high schools have been combined and presented in Tables 27 to 34.

The 12,213 public and private high schools and academies had 57,240 instructors of secondary students and an aggregate enrollment of 1,115,326 students of high-school grade. There were 903,520 students in academic courses, 122,881 in commercial courses, 70,012 in technical or manual training, 19,926 in training courses for teachers, 22,230 in agricultural courses, and 37,904 in courses in domestic economy. Many students are reported in two courses.

There were reported 78,296 students preparing for college, 42,926 preparing for the classical course, and 35,370 for college scientific courses. The total number of graduates for 1911 was 136,442, and of these 48,119 were college preparatory students.

In the 12,075 public and private secondary schools there were 463,187 in the first year, or 41.90 per cent, 295,739 in the second year, or 26.75 per cent, 202,691 in the third year, or 18.34 per cent, and 143,837 in the fourth year, or 13.01 per cent.

TABLE 1.—Public high schools—Number of schools, secondary instructors, secondary students, and elementary pupils, 1910-11.

States.	Number of schools.			Secondary instructors.			Secondary students.			Colored secondary students, included in preceding column.			Elementary pupils, including all below secondary grades.		
	Men.	Women.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
United States..	10,234	20,152	25,015	45,167	433,053	551,624	984,677	4,963	9,549	14,512	80,827	85,635	166,462		
N. Atlantic Div. . .	2,190	5,331	7,793	13,124	139,182	171,874	311,056	792	1,153	1,945	10,307	11,355	21,662		
S. Atlantic Div. . .	1,107	1,606	1,694	3,300	27,635	38,483	66,118	960	2,351	3,320	13,555	14,217	27,772		
S. Central Div. . .	1,406	2,380	2,201	4,581	40,872	56,426	97,238	1,454	3,049	4,503	11,243	11,597	22,840		
N. Central Div. . .	4,768	8,746	10,688	19,434	180,302	230,169	410,471	1,895	2,801	4,396	42,060	44,768	86,828		
Western Div. . .	763	2,089	2,639	4,728	45,062	54,672	99,734	153	195	348	3,662	3,698	7,360		
N. Atlantic Div.:															
Maine . . .	169	210	325	535	4,685	6,016	10,701	1	12	13	108	132	240		
New Hampshire . .	62	90	188	278	2,658	3,109	5,787	1	3	4	207	224	431		
Vermont . . .	68	80	161	241	2,047	2,738	4,785	1	1	2	174	181	355		
Massachusetts . .	224	849	1,512	2,361	27,191	31,395	58,586	154	215	300	467	695	1,162		
Rhode Island . .	22	116	150	266	3,024	3,397	6,491	43	54	97	137	119	256		
Connecticut . .	63	177	427	604	6,139	7,567	13,706	43	53	96	135	172	307		
New York . . .	602	1,682	2,953	4,635	51,059	65,647	116,706	161	261	422	5,075	5,563	10,638		
New Jersey . . .	153	429	677	1,106	11,098	13,525	24,623	129	197	326	220	227	457		
Pennsylvania . .	827	1,698	1,400	3,098	31,211	38,480	69,691	259	357	616	3,774	4,042	7,816		
S. Atlantic Div.:															
Delaware . . .	19	29	55	84	806	1,060	1,866	25	51	76	50	45	95		
Maryland . . .	77	217	229	446	3,493	4,860	8,353	201	453	654	1,061	963	2,024		
Dist. Columbia . .	6	91	153	244	2,313	3,098	5,411	235	559	794					
Virginia . . .	253	282	371	653	5,021	7,365	12,386	171	531	702	3,907	4,347	8,354		
West Virginia . .	72	136	114	250	2,112	2,804	4,916	33	78	111	209	244	453		
North Carolina . .	228	259	258	517	5,216	6,582	11,798	10	20	30	2,857	2,932	5,789		
South Carolina . .	143	178	164	342	2,664	3,914	6,578	125	313	438	1,500	1,415	2,913		
Georgia . . .	232	324	264	588	4,866	7,024	11,890	107	215	322	2,650	2,955	5,618		
Florida . . .	77	90	86	176	1,144	1,776	2,920	62	131	193	1,231	1,315	2,546		
S. Central Div.:															
Kentucky . . .	156	264	235	499	4,394	5,587	9,981	231	518	749	1,331	1,386	2,717		
Tennessee . . .	143	234	211	445	4,301	6,086	10,387	189	423	612	1,090	1,106	2,196		
Alabama . . .	142	204	246	450	3,956	5,939	9,895	85	209	294	1,831	1,840	3,671		
Mississippi . . .	137	179	215	394	3,306	4,397	7,763	84	188	272	1,510	1,457	2,967		
Louisiana . . .	109	176	220	396	2,510	3,824	6,434	25	66	91	938	1,049	1,987		
Texas . . .	477	858	681	1,339	14,727	20,326	35,053	619	1,238	1,857	3,228	3,368	6,596		
Arkansas . . .	107	187	137	324	3,280	4,420	7,700	104	242	346	741	746	1,487		
Oklahoma . . .	135	278	256	534	4,338	5,747	10,085	117	165	282	574	645	1,219		
N. Central Div.:															
Ohio . . .	789	1,702	1,324	3,026	30,459	36,002	66,461	308	529	837	6,770	6,900	13,670		
Indiana . . .	579	1,106	940	2,106	20,293	23,624	43,917	200	418	678	5,291	5,372	10,663		
Illinois . . .	630	1,325	1,567	2,892	28,536	35,897	64,433	236	370	606	5,056	5,658	10,714		
Michigan . . .	379	742	1,196	1,988	19,019	24,081	43,100	52	88	140	2,300	2,424	4,724		
Wisconsin . . .	281	568	990	1,558	14,962	17,768	32,730	11	11	22	514	524	1,038		
Minnesota . . .	195	470	883	1,353	11,509	15,764	27,273	34	32	66	356	366	722		
Iowa . . .	582	710	1,280	1,990	16,665	22,808	39,473	36	65	101	5,564	5,907	11,471		
Missouri . . .	389	767	780	1,547	14,911	20,259	35,170	384	764	1,148	4,405	4,654	8,959		
North Dakota . .	114	159	206	365	2,145	3,157	5,302	1	2	3	1,505	1,678	3,183		
South Dakota . .	128	167	214	381	2,451	3,800	6,251	3	7	10	1,486	1,629	3,115		
Nebraska . . .	339	390	579	969	7,854	10,913	18,767	13	33	46	3,132	5,545	10,677		
Kansas . . .	363	580	729	1,309	11,498	16,096	27,594	257	482	739	3,781	4,111	7,892		
Western Div.:															
Montana . . .	44	86	126	212	1,291	1,788	3,079	2	3	5	383	476	859		
Wyoming . . .	19	30	39	69	509	746	1,255	2	5	7	86	81	167		
Colorado . . .	103	257	341	598	6,061	7,911	13,972	41	42	83	511	522	1,033		
New Mexico . .	25	46	36	82	689	783	1,472	1	4	5	289	288	577		
Arizona . . .	13	33	40	73	574	735	1,309								
Utah . . .	31	113	94	207	1,929	2,224	4,153	3	9	12					
Nevada . . .	14	22	32	54	315	430	765				99	110	209		
Idaho . . .	54	128	114	242	1,813	2,280	4,093		1	1	20	12	32		
Washington . .	161	450	512	962	9,220	10,889	20,109	10	18	37	937	858	1,795		
Oregon . . .	115	213	257	470	4,295	5,582	9,877	13	4	17	1,347	1,351	2,698		
California . . .	184	711	1,048	1,759	18,360	21,284	39,650	72	109	181					

TABLE 2.—Public high schools—Number of secondary, or high-school, students in leading courses of study in 1910-11.

States.	In academic courses.				In commercial courses.				In technical or manual training courses.			
	Schools reporting.	Boys.	Girls.	Total.	Schools reporting.	Boys.	Girls.	Total.	Schools reporting.	Boys.	Girls.	Total.
United States.....	10,111	340,042	450,219	790,261	1,752	51,603	59,322	110,925	687	52,030	14,480	66,510
N. Atlantic Division...	2,174	104,002	130,666	234,668	582	25,925	29,300	55,225	98	17,642	6,039	23,681
S. Atlantic Division...	1,100	24,474	35,185	59,659	124	1,923	2,597	4,520	70	4,504	1,447	5,951
S. Central Division...	1,384	36,544	51,718	88,262	123	1,446	1,867	3,313	70	3,128	978	4,106
N. Central Division...	4,700	141,199	190,252	331,451	657	16,617	18,505	35,122	347	20,750	3,893	24,643
Western Division.....	753	33,823	42,398	76,221	266	5,692	7,053	12,745	102	6,006	2,123	8,129
N. Atlantic Division:												
Maine.....	169	3,898	4,936	8,834	42	713	1,074	1,787	3	140	.....	140
New Hampshire.....	62	1,978	2,348	4,326	20	507	627	1,134	4	141	3	144
Vermont.....	68	1,617	2,185	3,802	26	378	482	860	1	52	.....	52
Massachusetts.....	217	14,901	18,837	33,738	128	7,439	10,628	18,067	35	4,680	222	4,902
Rhode Island.....	22	2,390	2,390	4,780	14	676	1,001	1,677	2	778	.....	778
Connecticut.....	63	4,286	4,872	9,158	40	1,039	2,031	3,070	3	862	382	1,244
New York.....	597	40,876	55,688	96,564	100	8,695	6,471	15,166	19	6,357	5,265	11,622
New Jersey.....	152	7,499	10,607	18,106	91	2,738	2,019	5,657	7	801	8	809
Pennsylvania.....	824	26,557	28,797	55,354	121	3,740	4,067	7,807	23	3,771	159	3,930
S. Atlantic Division:												
Delaware.....	19	788	1,031	1,819	2	12	22	34	2	378	13	391
Maryland.....	74	3,021	4,000	7,021	40	395	791	1,186	27	2,164	790	2,960
Dist. Columbia.....	4	1,051	2,065	3,116	1	457	778	1,235	1	805	255	1,060
Virginia.....	253	4,644	6,845	11,489	17	283	328	611	9	264	104	368
West Virginia.....	72	1,901	2,658	4,559	11	211	152	363	2	16	6	22
North Carolina.....	229	5,144	6,497	11,641	9	56	42	98	6	242	25	267
South Carolina.....	143	2,566	3,815	6,381	8	50	61	111	9	128	118	246
Georgia.....	229	4,265	6,558	10,823	27	420	396	816	13	502	130	632
Florida.....	77	1,097	1,716	2,813	9	39	27	66	1	5	.....	5
S. Central Division:												
Kentucky.....	155	4,208	5,143	9,351	11	144	399	543	3	807	.....	807
Tennessee.....	143	3,738	5,284	9,022	19	256	168	424	6	211	34	245
Alabama.....	137	3,442	5,524	8,966	19	78	117	195	4	46	225	271
Mississippi.....	132	3,061	4,133	7,194	13	89	71	160	2	48	.....	48
Louisiana.....	108	1,800	3,511	5,311	15	173	393	566	6	140	34	174
Texas.....	474	13,684	18,927	32,611	24	330	324	654	34	1,195	538	1,733
Arkansas.....	101	2,803	3,979	6,782	6	62	41	103	5	345	17	363
Oklahoma.....	134	3,808	5,217	9,025	16	314	354	668	10	336	130	466
N. Central Division:												
Ohio.....	782	25,884	32,222	58,106	110	2,587	2,729	5,316	27	2,462	723	3,185
Indiana.....	574	17,494	20,782	38,276	49	886	1,136	2,022	25	1,814	838	2,652
Illinois.....	610	18,861	26,640	45,501	78	2,302	3,490	5,792	45	4,568	37	4,605
Michigan.....	372	15,016	19,734	34,750	79	2,795	3,034	5,829	27	1,764	225	1,989
Wisconsin.....	278	11,097	14,163	25,260	68	1,902	2,079	3,981	34	1,839	101	1,940
Minnesota.....	572	7,455	12,706	20,161	49	1,586	1,483	3,069	70	3,489	384	3,773
Iowa.....	522	13,733	19,696	33,429	57	1,228	1,079	2,307	31	873	258	1,131
Missouri.....	384	11,711	15,844	27,555	38	1,548	1,537	3,085	22	1,875	843	2,718
North Dakota.....	113	1,771	2,714	4,485	27	204	241	445	20	365	213	578
South Dakota.....	127	2,175	3,502	5,677	12	140	136	276	4	48	.....	48
Nebraska.....	335	6,637	9,433	16,070	15	357	413	770	9	650	10	660
Kansas.....	361	9,365	12,816	22,181	75	1,082	1,148	2,230	27	1,003	361	1,364
Western Division:												
Montana.....	44	1,052	1,461	2,513	16	157	265	422	5	126	4	130
Wyoming.....	19	384	595	979	8	130	149	279	1	7	.....	7
Colorado.....	103	5,265	7,240	12,505	25	617	631	1,248	11	1,327	906	2,233
New Mexico.....	25	677	771	1,448	5	16	13	29	.....	.....	.....	.....
Arizona.....	12	445	506	951	7	90	151	241	3	85	43	128
Utah.....	31	1,615	1,876	3,491	5	184	217	421	2	103	.....	105
Nevada.....	14	280	411	691	4	29	45	74	1	26	.....	26
Idaho.....	54	1,378	1,888	3,266	14	217	198	415	3	145	15	160
Washington.....	159	5,951	7,100	13,051	30	966	1,272	2,238	27	1,547	529	2,076
Oregon.....	114	3,693	4,597	8,290	26	450	554	1,004	9	251	188	439
California.....	178	13,073	15,953	29,026	126	2,836	3,538	6,374	40	2,557	331	2,788

TABLE 3.—Public high schools—Number of secondary, or high-school, students in leading courses of study in 1910-11.

States.	Training courses for teachers.				In agricultural courses.				In domestic economy.			
	Schools reporting.	Boys.	Girls.	Total.	Schools reporting.	Boys.	Girls.	Total.	Schools reporting.	Boys.	Girls.	Total.
United States.....	711	2,103	12,577	14,680	965	11,427	8,615	20,042	591	307	32,569	32,876
North Atlantic Division	109	282	5,097	5,379	72	579	362	941	56	...	4,360	4,360
South Atlantic Division	57	133	431	564	122	1,602	1,129	2,731	71	55	4,357	4,412
South Central Division	116	606	1,076	1,682	240	3,751	3,327	7,078	94	172	5,017	5,189
North Central Division	395	1,030	5,414	6,444	473	4,664	3,621	8,285	282	71	14,470	14,541
Western Division	34	52	559	611	58	831	176	1,007	88	9	4,365	4,374
North Atlantic Division:												
Maine.....	2	7	37	44	...	...	...	...	2	...	62	62
New Hampshire.....	...	...	...	...	...	19	...	19	4	...	65	65
Vermont.....	1	...	10	10	2	48	53	103	2	...	133	133
Massachusetts.....	13	24	990	1,014	9	87	22	109	15	...	841	841
Rhode Island.....	...	...	...	...	...	6	4	10	1	...	317	317
Connecticut.....	2	...	174	174	...	...	...	...	...	...	45	45
New York.....	60	126	1,149	1,275	20	230	70	300	9	...	1,532	1,532
New Jersey.....	3	...	12	12	...	...	...	...	2	...	56	56
Pennsylvania.....	28	125	2,725	2,850	33	189	211	400	19	...	1,309	1,309
South Atlantic Division:												
Delaware.....	3	6	11	17	...	...	...	...	1	...	321	321
Maryland.....	4	...	30	30	...	108	28	136	22	...	1,694	1,694
Virginia.....	16	10	134	144	38	351	225	576	12	...	598	598
West Virginia.....	1	3	9	12	5	26	28	54	3	...	287	287
North Carolina.....	10	37	71	108	9	130	47	177	6	...	476	476
South Carolina.....	4	19	54	73	9	127	99	226	...	8	409	417
Georgia.....	10	21	43	64	41	749	493	1,242	16	40	549	589
Florida.....	9	37	79	116	14	111	209	320	2	7	23	30
South Central Division:												
Kentucky.....	10	67	91	158	3	15	12	27	3	3	631	634
Tennessee.....	22	179	341	520	33	479	209	688	16	...	559	559
Alabama.....	14	76	121	197	36	690	998	1,688	...	...	247	247
Mississippi.....	12	38	57	95	26	408	308	716	7	3	156	159
Louisiana.....	6	18	37	55	17	205	75	280	7	1	177	178
Texas.....	38	149	296	445	78	1,134	1,093	2,227	32	66	2,100	2,156
Arkansas.....	9	72	104	176	32	519	311	830	7	...	527	527
Oklahoma.....	5	7	29	36	15	301	321	622	20	109	620	729
North Central Division:												
Ohio.....	46	128	239	367	101	772	607	1,379	16	...	1,145	1,145
Indiana.....	1	2	3	5	30	308	125	433	13	4	790	794
Illinois.....	29	90	565	655	25	274	194	468	41	24	1,977	2,001
Michigan.....	21	56	232	288	21	329	171	500	32	...	2,197	2,197
Wisconsin.....	21	51	144	195	33	562	302	864	35	...	1,992	1,992
Minnesota.....	46	31	749	780	41	552	366	918	46	25	1,664	1,689
Iowa.....	24	46	123	169	33	399	215	614	16	17	554	571
Missouri.....	19	31	734	765	96	768	880	1,648	13	...	1,630	1,630
North Dakota.....	11	7	65	72	9	65	53	118	20	1	545	546
South Dakota.....	6	7	37	44	5	11	7	18	3	...	12	12
Nebraska.....	70	255	949	1,204	44	348	511	859	13	...	435	435
Kansas.....	101	326	1,574	1,900	29	276	190	466	34	...	1,529	1,529
Western Division:												
Montana.....	...	...	...	...	3	37	1	38	4	...	87	87
Wyoming.....	...	...	...	...	1	8	12	20	...	...	368	368
Colorado.....	3	3	21	24	5	46	45	91	6	...	15	15
New Mexico.....	2	...	4	4	...	...	...	...	1	...	46	46
Arizona.....	...	...	...	...	1	5	7	12	2	...	266	266
Utah.....	3	8	29	37	8	189	8	197	7	1	6	6
Nevada.....	...	...	...	...	...	...	...	...	...	...	333	333
Idaho.....	...	...	...	...	8	114	14	128	8	...	1,662	1,668
Washington.....	3	13	101	114	7	95	6	101	24	6	233	233
Oregon.....	15	11	333	344	5	37	18	55	4	...	1,249	1,252
California.....	8	17	71	88	20	300	65	365	31	3	...	...

TABLE 4.—Public high schools—Number of secondary students in college preparatory courses in 1910-11.

States.	In classical course.			In scientific courses.			Total number.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
United States.....	11,877	17,601	29,478	19,821	6,451	26,272	31,698	24,052	55,750
North Atlantic Division.....	6,011	7,422	13,433	10,278	1,805	12,083	16,289	9,227	25,516
South Atlantic Division.....	735	1,136	1,871	534	323	857	1,269	1,459	2,728
South Central Division.....	879	1,637	2,516	719	398	1,117	1,598	2,035	3,633
North Central Division.....	3,217	5,340	8,557	5,544	2,677	8,221	8,761	8,017	16,778
Western Division.....	1,035	2,066	3,101	2,746	1,248	3,994	3,781	3,314	7,095
North Atlantic Division:									
Maine.....	221	272	493	236	42	278	457	314	771
New Hampshire.....	201	243	444	234	49	283	435	292	727
Vermont.....	109	159	268	172	66	238	281	225	506
Massachusetts.....	1,667	2,440	4,107	2,181	208	2,389	3,848	2,648	6,496
Rhode Island.....	190	217	407	435	64	499	625	281	906
Connecticut.....	383	400	783	491	34	525	874	434	1,308
New York.....	2,252	2,451	4,703	4,758	1,011	5,769	7,010	3,462	10,472
New Jersey.....	413	414	827	670	103	773	1,063	517	1,600
Pennsylvania.....	575	826	1,401	1,101	228	1,329	1,676	1,054	2,730
South Atlantic Division:									
Delaware.....	21	13	34	16	3	19	37	16	53
Maryland.....	104	101	205	59	36	95	163	137	300
District of Columbia.....	63	190	253	203	109	312	266	299	565
Virginia.....	147	152	299	76	10	86	223	162	385
West Virginia.....	26	48	74	18	20	38	44	68	112
North Carolina.....	137	174	311	48	35	83	185	209	394
South Carolina.....	88	141	229	21	17	38	109	158	267
Georgia.....	132	281	413	78	77	155	210	358	568
Florida.....	17	36	53	15	16	31	32	52	84
South Central Division:									
Kentucky.....	68	373	441	62	50	112	130	423	553
Tennessee.....	100	130	230	67	40	107	167	170	337
Alabama.....	56	66	122	55	26	81	111	92	203
Mississippi.....	69	97	166	59	33	92	128	130	258
Louisiana.....	70	115	185	89	58	147	159	173	332
Texas.....	306	486	792	180	118	298	496	604	1,090
Arkansas.....	53	114	167	81	31	112	134	145	279
Oklahoma.....	157	256	413	126	42	168	283	298	581
North Central Division:									
Ohio.....	1,012	1,398	2,410	1,066	445	1,511	2,078	1,843	3,921
Indiana.....	302	454	756	338	94	432	640	548	1,188
Illinois.....	381	618	999	998	219	1,217	1,379	837	2,216
Michigan.....	149	267	416	362	172	534	511	439	950
Wisconsin.....	279	483	762	608	195	803	887	678	1,565
Minnesota.....	165	415	580	916	721	1,637	1,061	1,136	2,217
Iowa.....	257	552	809	383	171	554	640	723	1,363
Missouri.....	196	329	525	340	409	749	536	738	1,274
North Dakota.....	31	68	99	108	74	182	139	142	281
South Dakota.....	45	141	186	83	35	118	128	176	304
Nebraska.....	116	244	360	170	76	246	286	320	606
Kansas.....	284	371	655	172	66	238	456	437	893
Western Division:									
Montana.....	43	98	141	49	17	66	92	115	207
Wyoming.....	1	21	22	8	2	10	9	23	32
Colorado.....	45	68	113	35	29	64	80	97	177
New Mexico.....	29	44	73	68	8	76	97	52	149
Arizona.....	11	25	36	19	.....	19	30	25	55
Utah.....	65	98	163	111	28	139	176	126	302
Nevada.....	1	12	13	7	.....	7	8	12	20
Idaho.....	21	24	45	31	7	38	52	31	83
Washington.....	293	376	669	802	210	1,012	1,095	586	1,681
Oregon.....	43	94	137	69	34	103	112	128	240
California.....	483	1,206	1,689	1,547	913	2,460	2,030	2,119	4,149

TABLE 5.—*Public high schools—Number of graduates and number of college preparatory students in graduating class of 1911.*

States.	Graduates in the class of 1911.			College preparatory students in graduating class of 1911.			Students in graduating class preparing for other higher institutions.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
United States.....	47,497	72,484	119,981	21,347	20,045	41,392	5,284	13,412	18,696
North Atlantic Division.....	14,911	22,093	37,004	6,312	3,895	10,207	1,892	6,014	7,906
South Atlantic Division.....	2,510	4,434	6,944	1,384	1,746	3,130	221	643	864
South Central Division.....	3,151	5,741	8,892	1,727	2,203	3,930	320	651	971
North Central Division.....	22,786	33,791	56,577	9,654	9,836	19,490	2,570	5,074	7,644
Western Division.....	4,139	6,425	10,564	2,270	2,365	4,635	281	1,030	1,311
North Atlantic Division:									
Maine.....	621	1,003	1,624	270	203	473	89	225	314
New Hampshire.....	367	526	893	166	98	264	43	145	188
Vermont.....	296	432	728	153	104	257	20	76	96
Massachusetts.....	3,379	4,672	8,051	1,318	751	2,069	313	1,131	1,444
Rhode Island.....	245	357	602	129	57	186	31	114	145
Connecticut.....	705	1,187	1,892	274	144	418	119	264	383
New York.....	3,663	6,037	9,700	1,918	1,356	3,274	470	2,065	2,555
New Jersey.....	1,055	1,615	2,670	489	236	725	127	581	708
Pennsylvania.....	4,580	6,264	10,844	1,595	946	2,541	680	1,393	2,073
South Atlantic Division:									
Delaware.....	80	114	194	36	14	50	28	48	76
Maryland.....	426	682	1,108	177	105	282	39	100	139
District of Columbia.....	241	366	607	99	68	137	16	142	158
Virginia.....	349	706	1,055	221	226	447	81	109	140
West Virginia.....	193	308	501	118	128	244	15	47	62
North Carolina.....	359	524	883	239	326	565	20	35	55
South Carolina.....	304	573	877	211	346	557	20	41	61
Georgia.....	451	989	1,440	246	454	700	46	89	135
Florida.....	107	172	279	67	81	148	6	32	38
South Central Division:									
Kentucky.....	344	673	1,022	182	196	378	29	87	116
Tennessee.....	267	509	776	108	147	255	19	32	51
Alabama.....	257	425	682	142	145	287	15	29	44
Mississippi.....	283	508	791	166	256	422	13	18	31
Louisiana.....	239	478	717	148	115	263	25	83	108
Texas.....	1,226	2,146	3,372	658	875	1,533	165	289	454
Arkansas.....	227	445	672	150	231	381	18	30	48
Oklahoma.....	308	552	860	173	238	411	36	83	119
North Central Division:									
Ohio.....	4,030	5,666	9,696	1,818	1,748	3,566	413	627	1,040
Indiana.....	2,921	3,681	6,602	1,131	1,124	2,255	471	700	1,171
Illinois.....	3,172	4,783	7,955	1,234	1,215	2,449	209	494	703
Michigan.....	2,316	3,390	5,706	905	944	1,849	288	599	887
Wisconsin.....	1,955	2,694	4,649	720	552	1,272	273	639	912
Minnesota.....	1,455	2,134	3,589	700	604	1,304	154	504	658
Iowa.....	2,188	3,633	5,821	945	1,172	2,117	232	402	634
Missouri.....	1,735	2,765	4,500	773	775	1,548	182	398	580
North Dakota.....	237	426	663	124	175	299	23	80	103
South Dakota.....	317	596	913	151	225	376	46	89	135
Nebraska.....	1,153	1,889	3,042	539	597	1,136	168	335	503
Kansas.....	1,307	2,134	3,441	614	705	1,319	111	207	318
Western Division:									
Montana.....	117	211	328	70	85	155	7	19	26
Wyoming.....	36	86	122	18	32	50	3	10	13
Colorado.....	600	981	1,581	338	390	728	55	112	167
New Mexico.....	48	79	127	35	45	80	2	11	13
Arizona.....	61	97	158	31	24	55	5	26	31
Utah.....	178	216	394	98	87	185	11	20	31
Nevada.....	28	54	82	19	36	55	.....	8	8
Idaho.....	161	246	407	99	128	227	6	32	38
Washington.....	820	1,257	2,077	545	542	1,087	45	141	186
Oregon.....	397	589	986	221	222	443	9	53	62
California.....	1,693	2,809	4,502	796	774	1,570	138	598	736

TABLE 6.—*Public high schools—Proportion of boys and girls, per cent of students pursuing certain courses, per cent of graduates, etc., in 1911.*

States	Total number of secondary students.	Per cent of total number.					Per cent of graduates prepared for college.
		Boys.	Girls.	Collego-classical preparatory students.	College scientific preparatory students.	Graduates in 1911.	
United States	934,677	43.98	56.02	2.99	2.67	12.18	34.50
North Atlantic Division	311,056	44.75	55.25	4.32	3.88	11.90	27.58
South Atlantic Division	66,118	41.80	58.20	2.53	1.30	10.50	45.07
South Central Division	97,293	42.00	58.00	2.59	1.15	9.14	44.20
North Central Division	410,471	43.93	56.07	2.08	2.00	13.73	34.45
Western Division	99,724	45.18	54.82	3.11	4.00	10.59	43.88
North Atlantic Division:							
Maine	10,701	43.78	56.22	4.61	2.00	15.13	29.13
New Hampshire	5,767	40.08	59.91	7.70	4.97	15.48	29.56
Vermont	4,785	42.73	57.27	5.60	4.97	15.21	35.30
Massachusetts	58,586	46.41	53.59	7.01	4.08	13.74	25.70
Rhode Island	6,491	47.67	52.33	6.27	7.19	9.27	30.90
Connecticut	13,706	44.79	55.21	5.71	3.83	13.90	22.09
New York	116,706	43.75	56.25	4.03	4.94	8.31	33.75
New Jersey	24,623	45.07	54.93	3.36	3.14	10.84	27.15
Pennsylvania	69,691	45.78	54.22	2.01	1.91	15.56	23.43
South Atlantic Division:							
Delaware	1,866	43.19	56.81	1.82	1.02	10.40	25.77
Maryland	8,353	41.82	58.18	2.45	1.14	13.26	25.45
District of Columbia	5,411	42.75	57.25	4.68	5.77	11.22	22.57
Virginia	12,336	40.54	59.46	2.41	.69	8.52	42.37
West Virginia	4,916	42.96	57.04	1.51	.77	10.19	49.70
North Carolina	11,798	44.21	55.79	2.64	.70	7.48	63.99
South Carolina	6,573	40.50	59.50	3.48	.58	13.33	62.89
Georgia	11,890	40.08	59.92	3.47	1.30	12.11	48.61
Florida	2,920	39.18	60.82	1.82	1.06	9.55	53.65
South Central Division:							
Kentucky	9,981	44.02	55.98	4.42	1.12	10.24	36.99
Tennessee	10,337	41.40	58.60	2.21	1.03	7.47	32.86
Alabama	9,886	39.98	60.02	1.23	.82	6.89	42.08
Mississippi	7,763	43.36	56.64	2.14	1.19	10.19	53.35
Louisiana	6,434	39.01	60.99	2.88	2.28	11.14	36.68
Texas	35,053	42.01	57.99	2.26	.85	9.62	45.46
Arkansas	7,700	42.60	57.40	2.17	1.45	8.73	56.70
Oklahoma	10,085	43.01	56.99	4.10	1.67	8.53	47.79
North Central Division:							
Ohio	66,461	45.83	54.17	3.63	2.27	14.59	36.78
Indiana	43,917	46.21	53.79	1.72	.98	15.03	34.16
Illinois	64,433	44.29	55.71	1.55	1.89	12.35	30.79
Michigan	43,100	44.13	55.87	.97	1.24	13.24	32.40
Wisconsin	32,730	45.71	54.29	2.33	2.45	14.20	27.36
Minnesota	27,273	42.20	57.80	2.13	6.00	13.16	36.33
Iowa	39,473	42.22	57.78	2.05	1.40	14.75	36.37
Missouri	35,170	42.40	57.60	1.49	2.13	12.79	34.40
North Dakota	5,302	40.46	59.54	1.87	3.43	12.50	45.10
South Dakota	6,251	39.21	60.79	2.98	1.89	14.71	41.18
Nebraska	18,767	41.85	58.15	1.92	1.31	16.21	37.34
Kansas	27,594	41.67	58.33	2.37	.86	12.47	38.33
Western Division:							
Montana	3,079	41.93	58.07	4.58	2.14	10.65	47.26
Wyoming	1,256	40.56	59.44	1.75	.80	9.72	40.93
Colorado	13,972	43.38	56.62	.81	.46	11.32	46.05
New Mexico	1,472	46.81	53.19	4.96	5.16	8.73	62.99
Arizona	1,369	43.86	56.15	2.75	1.45	12.07	34.81
Utah	4,153	46.45	53.55	3.92	3.35	9.49	46.95
Nevada	765	41.18	58.82	1.70	.92	10.72	67.07
Idaho	4,093	44.30	55.70	1.10	.93	9.94	55.77
Washington	20,109	45.85	54.15	3.33	5.03	10.33	52.34
Oregon	9,877	43.48	56.52	1.39	1.04	9.98	44.93
California	39,650	46.32	53.68	4.26	6.20	10.85	36.49

TABLE 7.—Public high schools in cities of 8,000 population and over, 1910-11.

States.	Schools.	Secondary instructors.			Secondary students.			Average teachers to a high school.	Average students to a teacher.	Average students to a high school.
		Men.	Women.	Total.	Boys.	Girls.	Total.			
United States.....	846	6,985	10,228	17,213	209,111	255,432	464,543	20.3	27.0	549.1
North Atlantic Division.....	315	2,961	4,369	7,330	94,906	111,766	206,672	23.3	28.2	656.1
South Atlantic Division.....	71	382	575	957	9,511	14,074	23,585	13.5	24.6	332.2
South Central Division.....	114	475	656	1,131	11,605	18,352	29,957	9.9	26.5	262.8
North Central Division.....	281	2,430	3,608	6,038	70,077	84,696	154,773	21.5	25.6	550.8
Western Division.....	65	737	1,020	1,757	23,012	26,544	49,556	27.0	28.2	762.4
North Atlantic Division:										
Maine.....	10	40	84	124	1,501	1,898	3,399	12.4	27.4	339.9
New Hampshire.....	10	35	89	124	1,421	1,690	3,111	12.4	25.1	311.1
Vermont.....	3	13	30	43	442	531	973	14.3	22.6	324.3
Massachusetts.....	82	660	1,119	1,779	22,516	25,152	47,668	21.7	26.8	581.3
Rhode Island.....	14	108	133	241	2,903	3,160	6,063	17.2	25.2	433.1
Connecticut.....	18	124	286	410	4,696	5,570	10,266	22.8	25.0	570.3
New York.....	75	1,057	1,609	2,666	37,462	46,451	83,913	35.5	31.5	1,118.8
New Jersey.....	31	251	316	567	7,285	8,179	15,464	18.3	27.3	498.8
Pennsylvania.....	72	673	703	1,376	16,680	19,135	35,815	19.1	26.0	497.4
South Atlantic Division:										
Delaware.....	2	11	31	42	504	623	1,127	21.0	26.8	563.5
Maryland.....	10	114	104	218	2,164	2,774	4,938	22.7	24.7	493.8
District of Columbia.....	6	91	153	244	2,313	3,098	5,411	40.6	22.2	901.8
Virginia.....	11	39	90	129	1,354	2,385	3,739	11.7	29.0	339.9
West Virginia.....	8	24	35	59	589	768	1,357	7.4	23.0	169.6
North Carolina.....	8	31	47	78	907	1,249	2,156	9.8	27.6	269.5
South Carolina.....	6	11	32	43	266	804	1,070	7.2	24.9	178.3
Georgia.....	17	55	74	129	1,268	2,130	3,398	7.6	26.3	199.9
Florida.....	3	6	9	15	146	243	389	5.0	25.9	129.7
South Central Division:										
Kentucky.....	20	92	117	209	2,210	2,653	4,863	10.5	23.3	243.2
Tennessee.....	10	36	53	89	1,047	1,942	2,989	8.9	33.6	298.9
Alabama.....	11	27	72	99	886	1,960	2,846	9.0	28.7	258.7
Mississippi.....	10	23	39	62	493	958	1,451	6.2	23.4	145.1
Louisiana.....	6	35	72	107	747	1,583	2,330	17.8	21.8	338.3
Texas.....	39	108	195	303	4,090	6,185	10,275	9.3	28.3	263.5
Arkansas.....	7	31	38	69	753	1,241	1,994	9.9	28.9	284.9
Oklahoma.....	11	63	70	133	1,379	1,830	3,209	12.1	24.1	291.1
North Central Division:										
Ohio.....	58	526	612	1,138	13,882	15,513	29,395	19.6	25.8	508.8
Indiana.....	26	212	288	500	5,831	7,075	12,906	19.2	25.8	490.4
Illinois.....	52	515	692	1,207	14,597	17,347	31,944	23.2	26.5	614.8
Michigan.....	38	270	519	789	8,785	10,630	19,415	20.8	24.6	510.9
Wisconsin.....	25	185	329	514	6,106	6,519	12,625	20.6	24.6	505.0
Minnesota.....	16	152	290	442	5,379	6,638	12,017	27.6	27.2	751.1
Iowa.....	21	128	262	390	4,059	5,246	9,305	18.6	23.9	443.1
Missouri.....	22	294	313	607	6,484	8,871	15,355	27.6	25.3	698.0
North Dakota.....	2	12	20	32	302	397	699	16.0	21.8	349.5
South Dakota.....	2	13	26	39	258	338	596	19.5	15.3	298.0
Nebraska.....	3	22	83	105	1,307	1,665	2,972	35.0	28.3	990.7
Kansas.....	16	101	174	275	3,087	4,457	7,544	17.2	27.4	471.5
Western Division:										
Montana.....	2	10	17	27	222	364	586	13.5	21.7	293.0
Wyoming.....	2	6	9	15	134	176	310	7.5	20.7	155.0
Colorado.....	12	108	152	260	3,519	4,212	7,731	21.7	29.7	644.3
New Mexico.....	1	1	6	7	78	107	185	7.0	26.4	185.0
Arizona.....	3	12	20	32	304	378	682	10.7	21.3	227.3
Utah.....	2	34	51	85	943	1,121	2,064	42.5	24.3	1,032.0
Idaho.....	1	13	15	28	270	340	610	28.0	21.8	610.0
Washington.....	12	190	239	429	5,317	6,207	11,524	35.8	26.9	960.3
Oregon.....	4	43	79	122	1,280	1,857	3,137	30.5	25.7	784.3
California.....	26	320	432	752	10,945	11,782	22,727	28.9	30.2	874.1

TABLE 8.—Public high schools outside of cities of 8,000 population and over, 1910-11.

States.	Schools.	Secondary instructors.			Secondary students.			Average teachers to a high school.	Average students to a teacher.	Average students to a high school.
		Men.	Women.	Total.	Boys.	Girls.	Total.			
United States.....	9,388	13,167	14,787	27,954	223,942	296,192	520,134	3.0	18.6	55.4
North Atlantic Division.....	1,875	2,370	3,424	5,794	44,276	60,108	104,384	3.1	18.0	55.7
South Atlantic Division.....	1,036	1,224	1,119	2,343	18,124	24,409	42,533	2.3	18.2	41.1
South Central Division.....	1,292	1,906	1,545	3,450	29,267	38,074	67,341	2.7	19.5	52.1
North Central Division.....	4,487	6,316	7,080	13,396	110,225	145,473	255,698	3.0	19.1	57.0
Western Division.....	608	1,352	1,619	2,971	22,050	28,128	50,178	4.3	16.9	71.9
North Atlantic Division:										
Maine.....	159	170	241	411	3,184	4,118	7,302	2.6	17.8	45.9
New Hampshire.....	52	55	99	154	1,237	1,419	2,656	3.0	17.2	51.1
Vermont.....	65	67	131	196	1,605	2,207	3,812	3.0	19.3	58.6
Massachusetts.....	142	189	393	582	4,675	6,243	10,918	4.1	18.8	76.9
Rhode Island.....	8	8	17	25	191	237	428	3.1	17.1	53.5
Connecticut.....	45	53	141	194	1,443	1,997	3,440	4.3	17.7	76.4
New York.....	527	625	1,344	1,969	13,597	19,106	32,703	3.7	16.7	62.2
New Jersey.....	122	178	361	539	3,813	5,346	9,159	4.4	17.0	75.1
Pennsylvania.....	755	1,025	697	1,722	14,531	19,345	33,876	2.3	19.7	44.9
South Atlantic Division:										
Delaware.....	17	18	24	42	302	437	739	2.5	17.6	43.5
Maryland.....	67	103	125	228	1,329	2,066	3,415	3.4	15.0	51.0
Virginia.....	242	243	281	524	3,067	4,960	8,047	2.2	16.5	35.7
West Virginia.....	64	112	79	191	1,523	2,036	3,559	3.0	18.6	55.6
North Carolina.....	220	228	211	439	4,309	5,333	9,642	2.0	21.9	43.8
South Carolina.....	137	167	132	299	2,398	3,110	5,508	2.2	18.4	40.2
Georgia.....	215	269	190	459	3,598	4,894	8,492	2.1	18.5	39.5
Florida.....	74	84	77	161	998	1,533	2,531	2.2	15.7	34.2
South Central Division:										
Kentucky.....	136	172	118	290	2,184	2,934	5,118	2.1	17.6	37.6
Tennessee.....	133	198	158	356	3,254	4,144	7,398	2.7	20.8	55.6
Alabama.....	131	177	174	351	3,070	3,979	7,049	2.7	20.1	53.8
Mississippi.....	127	156	176	332	2,873	3,439	6,312	2.6	19.0	49.7
Louisiana.....	103	141	148	289	1,763	2,341	4,104	2.8	14.2	39.8
Texas.....	438	690	486	1,176	10,637	14,141	24,778	2.7	21.1	56.6
Arkansas.....	100	156	99	255	2,527	3,179	5,706	2.6	22.4	57.1
Oklahoma.....	124	215	186	401	2,959	3,917	6,876	3.2	17.1	55.5
North Central Division:										
Ohio.....	731	1,176	712	1,888	16,577	20,489	37,066	2.6	19.6	50.7
Indiana.....	553	954	652	1,606	14,462	16,549	31,011	2.9	19.3	56.1
Illinois.....	578	810	875	1,685	13,939	18,550	32,489	2.9	19.3	56.2
Michigan.....	341	472	677	1,149	10,234	13,451	23,685	3.4	20.6	69.5
Wisconsin.....	256	383	661	1,044	8,856	11,249	20,105	4.1	19.3	78.5
Minnesota.....	179	318	593	911	6,130	9,126	15,256	5.1	16.7	85.2
Iowa.....	561	582	1,018	1,600	12,606	17,562	30,168	2.9	18.9	53.8
Missouri.....	367	473	467	940	8,427	11,368	19,815	2.6	21.1	54.0
North Dakota.....	112	147	186	333	1,843	2,760	4,603	3.0	13.8	41.1
South Dakota.....	126	154	188	342	2,193	3,462	5,655	2.7	16.5	44.9
Nebraska.....	336	368	496	864	6,547	9,248	15,796	2.6	18.3	47.0
Kansas.....	347	479	555	1,034	8,411	11,639	20,050	3.0	19.4	57.8
Western Division:										
Montana.....	42	76	109	185	1,069	1,424	2,493	4.4	13.5	59.4
Wyoming.....	17	24	30	54	375	570	945	3.2	17.5	55.6
Colorado.....	91	149	189	338	2,542	3,699	6,241	3.7	18.5	68.6
New Mexico.....	24	45	30	75	611	676	1,287	3.1	17.2	53.6
Arizona.....	10	21	20	41	270	357	627	4.1	15.3	62.7
Utah.....	29	79	43	122	986	1,103	2,089	4.2	17.1	72.0
Nevada.....	14	22	32	54	315	450	765	3.9	14.2	54.6
Idaho.....	53	115	99	214	1,543	1,940	3,483	4.0	16.3	65.7
Washington.....	149	260	273	533	3,903	4,682	8,585	3.6	16.1	57.6
Oregon.....	111	170	178	348	3,015	3,725	6,740	3.1	19.4	60.7
California.....	158	391	616	1,007	7,421	9,502	16,923	6.4	16.8	107.1

TABLE 9.—*Public high schools reporting a four-years course of study in 1910-11—Teachers of high-school students and enrollment of students in high-school grades.*

States.	Number of schools.	High-school teachers.			Students in the four high-school grades.		
		Men.	Women.	Total.	Boys.	Girls.	Total.
United States.....	16,732	16,004	22,776	38,780	378,946	490,611	* 869,557
North Atlantic Division.....	1,460	4,276	7,359	11,635	123,333	160,246	283,578
South Atlantic Division.....	507	962	1,227	2,189	18,869	26,738	45,607
South Central Division.....	921	1,769	1,774	3,543	32,600	44,567	77,167
North Central Division.....	3,257	7,155	9,991	17,146	163,909	209,021	372,930
Western Division.....	587	1,842	2,425	4,267	40,235	50,040	90,275
North Atlantic Division:							
Maine.....	158	200	324	524	4,604	5,915	10,519
New Hampshire.....	54	85	184	269	2,592	3,019	5,611
Vermont.....	56	73	154	227	1,955	2,626	4,581
Massachusetts.....	215	833	1,501	2,334	20,623	31,116	57,739
Rhode Island.....	22	114	148	262	3,082	3,378	6,460
Connecticut.....	55	171	419	590	6,061	7,442	13,503
New York.....	521	1,503	2,890	4,393	46,996	64,677	111,672
New Jersey.....	111	389	619	1,008	10,574	12,830	23,404
Pennsylvania.....	268	968	1,130	2,038	20,847	29,242	50,089
South Atlantic Division:							
Delaware.....	9	18	47	65	642	837	1,479
Maryland.....	62	205	221	426	3,343	4,637	7,980
District of Columbia.....	6	91	153	244	2,313	3,098	5,411
Virginia.....	145	186	301	487	3,836	5,981	9,817
West Virginia.....	43	97	102	199	1,771	2,357	4,128
North Carolina.....	95	136	157	293	3,206	4,007	7,305
South Carolina.....	29	38	58	96	602	1,200	1,802
Georgia.....	63	119	115	234	2,153	2,968	5,121
Florida.....	55	72	73	145	1,001	1,563	2,564
South Central Division:							
Kentucky.....	129	237	210	447	4,052	4,902	8,954
Tennessee.....	91	156	163	319	3,167	4,497	7,664
Alabama.....	91	147	213	360	3,261	5,016	8,277
Mississippi.....	64	96	122	218	1,958	2,472	4,430
Louisiana.....	104	152	163	315	1,900	2,681	4,641
Texas.....	289	633	563	1,196	11,979	16,668	28,647
Arkansas.....	57	125	111	236	2,424	3,259	5,683
Oklahoma.....	96	223	220	452	3,790	5,072	8,871
North Central Division:							
Ohio.....	462	1,299	1,222	2,521	26,743	31,554	58,297
Indiana.....	454	1,029	918	1,947	19,131	22,468	41,599
Illinois.....	390	1,046	1,414	2,460	25,211	31,383	56,604
Michigan.....	319	660	1,159	1,823	18,168	23,072	41,240
Wisconsin.....	275	558	981	1,539	14,763	17,598	32,361
Minnesota.....	194	469	882	1,351	11,506	15,756	27,262
Iowa.....	386	549	1,177	1,726	14,810	20,290	35,100
Missouri.....	188	562	703	1,265	12,811	17,351	30,162
North Dakota.....	80	127	185	312	1,901	2,816	4,717
South Dakota.....	83	123	192	315	2,153	3,302	5,455
Nebraska.....	146	218	461	679	5,946	8,355	14,301
Kansas.....	280	506	697	1,203	10,766	15,066	25,832
Western Division:							
Montana.....	39	81	123	204	1,254	1,749	3,003
Wyoming.....	15	26	38	64	490	704	1,194
Colorado.....	96	362	485	847	8,716	11,523	20,249
New Mexico.....	18	37	32	69	624	710	1,334
Arizona.....	12	32	40	72	569	725	1,294
Utah.....	14	79	84	163	1,548	1,906	3,354
Nevada.....	13	21	32	53	311	439	750
Idaho.....	44	118	106	224	1,732	2,188	3,900
Washington.....	116	401	469	870	8,555	10,118	18,673
Oregon.....	90	191	249	440	4,107	5,368	9,475
California.....	131	494	767	1,261	12,320	14,720	27,049

* The remaining 3,502 public high schools reporting for 1910-11 had courses less than 4 years. These 3,502 schools had 6,387 teachers—4,148 men and 2,239 women. They reported 115,120 high-school students—54,107 boys and 61,013 girls.

* Includes 679 students reported above fourth year in 23 public high schools.

TABLE 10.—Enrollment of secondary students, by years, in public high schools reporting for 1910-11.

States.	Schools reporting.	First year.		Second year.		Third year.		Fourth year.		Total.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
United States.....	10,234	194,502	226,833	114,374	148,829	74,989	102,004	49,191	73,048	433,053	551,624
North Atlantic Division.....	2,190	64,320	72,150	36,094	45,498	23,304	39,820	15,464	23,400	139,182	171,874
South Atlantic Division.....	1,107	13,526	16,892	7,792	11,200	4,384	6,839	1,933	3,552	27,635	38,483
South Central Division.....	1,406	19,515	24,577	11,742	16,373	6,585	10,419	5,030	5,037	40,872	56,426
North Central Division.....	4,768	75,772	89,531	47,219	61,291	33,271	44,495	24,040	34,852	180,302	230,169
Western Division.....	763	21,509	23,683	11,527	14,477	7,442	9,425	4,724	7,087	45,062	54,672
North Atlantic Division:											
Maine.....	169	1,824	2,061	1,277	1,645	897	1,236	687	1,074	4,685	6,016
New Hampshire.....	62	1,015	1,100	689	829	517	578	437	602	2,658	3,109
Vermont.....	68	788	999	569	738	384	569	306	432	2,047	2,738
Massachusetts.....	224	11,300	11,822	6,830	7,959	4,893	6,143	4,168	5,471	27,191	31,395
Rhode Island.....	22	1,405	1,354	773	935	565	610	351	498	3,094	3,397
Connecticut.....	63	2,657	2,891	1,628	1,810	1,056	1,578	798	1,288	6,139	7,567
New York.....	602	25,910	30,301	12,711	17,094	7,619	10,394	4,819	7,858	51,059	65,647
New Jersey.....	153	5,528	6,041	2,734	3,462	1,693	2,360	1,143	1,662	11,098	13,525
Pennsylvania.....	827	13,893	15,581	8,883	11,026	5,680	7,358	2,755	4,515	31,211	38,480
South Atlantic Division:											
Delaware.....	19	384	483	233	300	113	161	76	116	806	1,060
Maryland.....	77	1,600	1,880	901	1,367	627	890	365	723	3,463	4,860
District of Columbia.....	6	1,001	1,323	629	850	390	513	293	412	2,313	3,098
Virginia.....	253	2,567	3,243	1,401	2,061	702	1,258	351	803	5,021	7,365
West Virginia.....	72	1,013	1,279	537	740	355	469	207	310	2,112	2,804
North Carolina.....	228	2,751	3,131	1,434	2,034	754	1,025	277	392	5,210	6,042
South Carolina.....	143	1,284	1,662	818	1,189	499	829	63	234	2,664	3,914
Georgia.....	232	2,369	3,082	1,505	2,149	798	1,425	194	368	4,860	7,024
Florida.....	77	557	809	334	510	146	269	107	188	1,144	1,776
South Central Division:											
Kentucky.....	156	2,237	2,415	1,137	1,450	625	1,055	375	667	4,394	5,587
Tennessee.....	143	2,210	2,923	1,209	1,766	640	1,003	242	391	4,301	6,086
Alabama.....	142	1,901	2,552	1,189	1,797	614	1,136	252	454	3,956	5,939
Mississippi.....	137	1,554	1,938	1,050	1,382	575	808	177	269	3,366	4,307
Louisiana.....	109	1,136	1,490	742	1,224	422	916	210	294	2,510	3,924
Texas.....	477	6,687	8,533	4,168	5,927	2,599	3,904	1,273	2,062	14,727	20,326
Arkansas.....	107	1,590	2,061	1,042	1,197	462	771	186	391	3,280	4,420
Oklahoma.....	135	2,170	2,665	1,205	1,639	648	926	315	526	4,338	5,747
North Central Division:											
Ohio.....	789	12,638	13,951	8,051	9,551	5,896	7,316	3,844	5,184	30,459	36,002
Indiana.....	579	7,795	8,698	5,318	6,178	4,016	4,741	3,164	4,007	20,293	23,624
Illinois.....	630	12,782	14,656	7,318	9,493	5,053	6,784	3,383	4,964	28,540	35,897
Michigan.....	379	7,800	9,207	4,810	6,230	3,659	4,667	2,750	3,977	19,019	24,081
Wisconsin.....	281	5,961	6,463	3,936	4,676	2,876	3,636	2,189	2,903	14,962	17,708
Minnesota.....	195	4,529	5,698	2,858	4,095	2,131	3,197	1,991	2,774	11,590	15,764
Iowa.....	582	6,733	8,423	4,564	6,349	3,164	4,540	2,204	3,499	18,665	22,808
Missouri.....	389	6,748	8,579	4,005	5,551	2,440	3,462	1,718	2,667	14,911	20,259
North Dakota.....	114	1,013	1,381	544	823	361	528	227	425	2,145	3,157
South Dakota.....	128	1,041	1,539	666	1,054	458	677	286	530	2,451	3,600
Nebraska.....	339	3,641	4,426	2,082	3,082	1,293	2,042	898	1,363	7,854	10,913
Kansas.....	363	5,091	6,510	3,037	4,212	1,924	2,905	1,446	2,469	11,499	16,096
Western Division:											
Montana.....	44	584	737	326	471	238	316	143	234	1,291	1,788
Wyoming.....	19	227	300	138	223	99	138	45	85	500	740
Colorado.....	103	2,807	3,348	1,621	2,099	968	1,395	665	1,069	6,061	7,911
New Mexico.....	25	288	326	201	208	133	148	67	101	689	783
Arizona.....	13	258	301	149	199	105	134	62	101	574	735
Utah.....	31	881	994	510	657	327	329	211	244	1,929	2,221
Nevada.....	14	136	178	76	115	73	83	30	74	315	450
Idaho.....	54	766	977	528	657	317	371	182	275	1,813	2,290
Washington.....	161	4,048	4,702	2,444	2,776	1,688	1,951	1,040	1,460	9,229	10,889
Oregon.....	115	2,011	2,422	1,126	1,528	715	950	443	640	4,295	5,582
California.....	184	9,343	9,398	4,408	5,544	2,779	3,580	1,839	2,762	18,366	21,254

TABLE 11.—*Enrollment of secondary students, by years, in public high schools and percentage of total in each year, 1910-11.*

States.	Schools reporting.	Total number students reported.	In first year.		In second year.		In third year.		In fourth year.	
			Num-ber.	Per cent of total.	Num-ber.	Per cent of total.	Num-ber.	Per cent of total.	Num-ber.	Per cent of total.
United States.....	10,234	984,677	421,335	42.79	203,213	26.73	176,990	17.97	123,139	12.51
North Atlantic Division	2,190	311,056	136,470	43.87	81,592	26.23	54,130	17.40	38,864	12.50
South Atlantic Division	1,107	66,118	30,418	46.01	18,992	28.72	11,223	16.97	5,485	8.30
South Central Division	1,406	97,298	44,092	45.32	28,115	28.89	17,094	17.48	8,087	8.31
North Central Division	4,768	410,471	165,303	40.27	108,510	26.43	77,766	18.95	58,822	14.35
Western Division	763	99,734	45,052	45.18	26,094	26.07	16,867	16.91	11,811	11.84
North Atlantic Division:										
Maine.....	169	10,701	3,885	36.30	2,922	27.31	2,133	19.93	1,761	16.46
New Hampshire.....	62	5,767	2,115	36.67	1,518	26.32	1,095	18.99	1,039	18.02
Vermont.....	68	4,785	1,787	37.35	1,307	27.31	953	19.92	738	15.42
Massachusetts.....	224	58,586	23,122	39.47	14,789	25.24	11,036	18.84	9,639	16.45
Rhode Island.....	22	6,491	2,759	42.51	1,708	26.31	1,175	18.10	849	13.08
Connecticut.....	63	13,706	5,548	40.48	3,438	25.08	2,634	19.22	2,086	15.22
New York.....	602	116,706	56,211	48.17	29,805	25.54	18,013	15.43	12,677	10.86
New Jersey.....	153	24,623	11,569	46.99	6,196	25.16	4,053	16.46	2,805	11.39
Pennsylvania.....	827	69,691	29,474	42.29	19,909	28.57	13,038	18.71	7,270	10.43
South Atlantic Division:										
Delaware.....	19	1,866	867	46.46	533	28.56	274	14.69	192	10.29
Maryland.....	77	8,353	3,480	41.66	2,268	27.15	1,517	18.16	1,088	13.03
District of Columbia.....	6	5,411	2,524	42.95	1,479	27.33	903	16.69	705	13.03
Virginia.....	253	12,386	5,810	46.91	3,462	27.95	1,900	15.82	1,154	9.32
West Virginia.....	72	4,916	2,292	46.62	1,277	25.98	824	16.76	523	10.64
North Carolina.....	228	11,798	5,882	49.86	3,468	29.39	1,779	15.08	669	5.67
South Carolina.....	143	6,578	2,946	44.79	2,007	30.51	1,328	20.19	297	4.51
Georgia.....	232	11,890	5,451	45.84	3,654	30.73	2,223	18.70	562	4.73
Florida.....	77	2,920	1,366	46.78	844	28.91	415	14.21	295	10.10
South Central Division:										
Kentucky.....	156	9,981	4,672	46.81	2,587	25.92	1,680	16.83	1,042	10.44
Tennessee.....	143	10,387	5,133	49.42	2,975	28.64	1,643	15.82	636	6.12
Alabama.....	142	9,895	4,453	45.00	2,986	30.18	1,750	17.69	706	7.13
Mississippi.....	137	7,763	3,502	45.11	2,432	31.33	1,383	17.82	446	5.74
Louisiana.....	109	6,434	2,626	40.81	1,966	30.56	1,338	20.80	504	7.83
Texas.....	477	35,053	15,220	43.42	10,095	28.80	6,403	18.27	3,335	9.51
Arkansas.....	107	7,700	3,651	47.42	2,239	29.08	1,233	16.01	577	7.49
Oklahoma.....	135	10,085	4,835	47.94	2,935	28.11	1,574	15.61	841	8.34
North Central Division:										
Ohio.....	789	66,461	26,589	40.01	17,032	26.53	13,212	19.88	9,028	13.58
Indiana.....	579	43,917	16,493	37.55	11,496	26.18	8,757	19.94	7,171	16.33
Illinois.....	630	64,433	27,438	42.58	16,811	26.09	11,837	18.37	8,347	12.96
Michigan.....	379	43,100	17,007	39.46	11,040	25.61	8,326	19.32	6,727	15.61
Wisconsin.....	281	32,730	12,424	37.96	8,612	26.31	6,512	19.90	5,182	15.83
Minnesota.....	195	27,473	10,227	37.50	6,953	25.49	5,328	19.54	4,765	17.47
Iowa.....	582	39,473	15,156	38.39	10,910	27.64	7,704	19.52	5,703	14.45
Missouri.....	389	35,170	15,327	43.58	9,556	27.17	5,902	16.78	4,385	12.47
North Dakota.....	114	5,302	2,394	45.15	1,367	25.78	889	16.77	652	12.30
South Dakota.....	128	6,251	2,580	41.27	1,720	27.52	1,135	18.16	8,816	13.05
Nebraska.....	339	18,767	8,067	42.98	5,164	27.52	3,335	17.77	2,201	11.73
Kansas.....	363	27,594	11,601	42.04	7,249	26.27	4,829	17.50	3,915	14.19
Western Division:										
Montana.....	44	3,079	1,321	42.90	797	25.89	584	18.97	377	12.24
Wyoming.....	19	1,255	527	41.99	361	28.77	237	18.88	130	10.36
Colorado.....	103	13,972	6,155	44.05	3,720	26.63	2,363	16.91	1,734	12.41
New Mexico.....	25	1,472	614	41.71	409	27.79	281	19.09	168	11.41
Arizona.....	13	1,309	559	42.70	348	26.59	239	18.26	163	12.45
Utah.....	31	4,153	1,875	45.15	1,167	28.10	656	15.79	455	10.96
Nevada.....	14	765	314	41.05	191	24.97	156	20.39	104	13.59
Idaho.....	54	4,093	1,763	43.07	1,185	29.85	688	16.81	457	11.17
Washington.....	161	20,109	8,750	43.51	5,220	25.96	3,639	18.10	2,500	12.43
Oregon.....	115	9,877	4,433	44.88	2,654	26.87	1,665	16.86	1,125	11.39
California.....	184	39,650	18,741	47.26	9,952	25.10	6,359	16.04	4,598	11.60

TABLE 12.—Public high schools—Property and equipment, 1910-11.

States.	Libraries.		Grounds and buildings.		Scientific apparatus, etc.		Money value of endowment.		Expenditures for sites, buildings, and improvements.	
	Schools reporting.	Volumes.	Schools reporting.	Value.	Schools reporting.	Value.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States.....	9,052	5,359,543	8,647	\$248,527,048	8,066	\$16,448,411	111	\$3,291,594	2,607	\$24,299,909
N. Atlantic Division.....	1,843	1,438,575	1,737	74,763,679	1,684	5,687,187	79	1,872,998	473	4,543,636
S. Atlantic Division.....	806	313,034	997	16,237,654	700	974,947	2	1,800	318	1,841,316
S. Central Division.....	1,124	488,213	1,253	24,398,265	1,030	1,378,996	8	1,190,396	422	3,990,168
N. Central Division.....	4,491	2,591,044	4,023	108,211,071	3,954	6,465,020	21	223,400	1,132	10,367,645
Western Division.....	698	528,077	637	24,916,379	638	1,942,261	1	3,000	262	3,557,144
N. Atlantic Division:										
Maine.....	134	27,167	135	1,864,950	138	112,580	9	75,800	43	164,770
New Hampshire.....	55	15,780	49	1,406,300	54	63,975	10	239,753	15	128,502
Vermont.....	57	19,770	51	1,206,000	48	52,274	3	50,000	11	43,100
Massachusetts.....	183	107,098	160	14,603,489	161	970,120	25	902,844	32	214,350
Rhode Island.....	21	17,647	15	1,138,962	16	60,451	1	178,517	1	40,000
Connecticut.....	55	52,974	51	2,954,678	46	115,594	5	156,277	17	402,166
New York.....	574	807,534	537	26,135,855	551	2,815,424	22	223,407	172	1,194,807
New Jersey.....	127	95,871	119	6,274,004	121	383,863	2	30,400	34	1,052,128
Pennsylvania.....	637	204,134	620	19,119,441	549	1,112,906	2	16,000	148	1,303,813
S. Atlantic Division:										
Delaware.....	11	2,179	14	405,519	11	7,830			5	2,375
Maryland.....	68	38,495	65	2,454,325	56	222,554	2	1,800	13	541,000
Dis. of Columbia.....	5	16,018	3	1,217,703	3	192,500			1	150,000
Virginia.....	214	63,859	234	3,169,550	168	116,501			93	424,779
West Virginia.....	69	36,621	66	1,889,200	66	62,435			15	32,500
North Carolina.....	175	56,126	203	1,964,187	110	80,700			56	171,627
South Carolina.....	119	31,249	132	1,358,900	112	58,677			42	143,147
Georgia.....	178	52,728	207	2,648,120	173	184,440			69	167,478
Florida.....	57	12,359	73	1,130,150	61	49,310			24	208,320
S. Central Division:										
Kentucky.....	117	44,667	125	2,479,296	107	139,795	1	9,000	46	233,193
Tennessee.....	101	31,544	126	1,648,575	91	89,800	1	8,000	42	112,326
Alabama.....	102	32,943	125	1,969,800	103	134,845	1	425,000	40	125,906
Mississippi.....	109	39,085	119	1,621,950	83	73,785	1	75,000	31	65,692
Louisiana.....	99	32,284	96	1,687,200	96	115,894			47	376,675
Texas.....	392	134,954	445	8,348,459	367	468,417	2	70,000	139	1,674,250
Arkansas.....	87	30,364	97	2,722,985	76	120,253			33	690,088
Oklahoma.....	117	142,372	120	3,920,000	107	236,207	2	603,396	44	706,038
N. Central Division:										
Ohio.....	724	403,068	686	17,523,307	646	812,992	5	113,500	155	2,264,311
Indiana.....	528	235,865	497	10,545,872	485	549,351	1	2,500	104	1,408,293
Illinois.....	593	314,139	498	16,324,078	521	1,197,588	5	33,100	143	1,257,221
Michigan.....	338	253,175	301	11,119,856	309	651,491	3	8,500	83	496,301
Wisconsin.....	267	256,680	241	8,610,400	253	510,656	1	1,800	89	662,421
Minnesota.....	148	245,862	173	9,472,100	176	629,958	2	55,000	82	1,689,172
Iowa.....	545	259,178	479	8,920,099	458	423,338			121	225,377
Missouri.....	460	198,779	340	9,580,998	317	872,545	3	4,000	93	478,155
North Dakota.....	107	74,580	92	1,986,500	99	118,142			26	116,001
South Dakota.....	123	78,855	111	2,264,111	94	101,615			28	151,193
Nebraska.....	318	103,337	289	5,486,350	298	240,173	1	5,000	93	785,512
Kansas.....	340	167,496	316	6,377,400	298	357,171			105	743,088
Western Division:										
Montana.....	42	29,984	38	1,106,000	39	89,761			19	111,672
Wyoming.....	15	6,944	14	335,500	15	31,500			5	145,500
Colorado.....	96	83,073	80	3,078,922	83	183,592			32	151,413
New Mexico.....	24	10,408	25	671,100	22	23,075			7	68,450
Arizona.....	13	9,248	11	353,300	9	28,300			4	35,650
Utah.....	24	9,337	20	578,500	22	60,950			11	27,202
Nevada.....	14	7,267	10	317,250	14	21,500			4	39,250
Idaho.....	49	30,165	45	1,726,948	46	106,220			20	275,751
Washington.....	146	96,654	138	5,034,958	138	378,284			47	786,517
Oregon.....	97	52,080	93	2,708,100	83	113,035	1	3,000	30	280,082
California.....	178	192,917	161	9,005,801	167	906,044			83	1,644,157

TABLE 13.—Public high schools—Income from all sources, 1910-11.

States.	From public appropriations.		From tuition and other educational fees.		From productive funds.		From all other sources and unclassified—		Total income from all sources.	
	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States.....	3,756	\$18,331,973	2,422	\$1,105,640	73	\$93,138	454	\$211,292	3,757	\$19,742,043
North Atlantic Division..	828	4,993,659	598	356,109	57	54,938	133	72,908	829	5,477,614
South Atlantic Division..	548	1,245,098	242	75,591	—	—	78	20,367	548	1,341,056
South Central Division..	546	1,771,297	358	122,457	6	31,575	93	60,906	546	1,966,235
North Central Division..	1,509	6,654,960	1,136	454,652	9	6,445	138	50,911	1,509	7,166,968
Western Division.....	325	3,606,959	88	96,831	1	180	12	6,200	325	3,770,170
North Atlantic Division:										
Maine.....	129	268,220	84	15,663	7	3,342	12	6,985	129	294,210
New Hampshire.....	38	162,819	28	18,415	11	9,977	10	2,677	38	193,888
Vermont.....	30	82,526	25	12,957	3	903	4	1,275	30	97,661
Massachusetts.....	103	937,084	47	27,833	18	24,940	10	4,273	104	994,130
Rhode Island.....	5	38,821	3	6,085	1	6,400	—	—	5	51,306
Connecticut.....	35	403,003	22	49,152	5	4,334	3	2,147	35	459,236
New York.....	246	1,646,825	208	95,880	9	2,565	81	53,474	246	1,798,744
New Jersey.....	64	400,670	50	65,187	1	900	5	1,170	64	467,927
Pennsylvania.....	178	1,053,091	131	64,937	2	1,577	8	907	178	1,120,512
South Atlantic Division:										
Delaware.....	5	8,023	4	2,291	—	—	1	200	5	10,514
Maryland.....	24	173,245	4	2,475	—	—	1	1,056	24	176,776
Virginia.....	133	304,836	45	13,971	—	—	14	2,660	133	321,467
West Virginia.....	33	105,574	14	1,191	—	—	3	250	33	107,015
North Carolina.....	131	188,338	67	12,814	—	—	16	2,419	131	203,571
South Carolina.....	73	114,951	24	5,684	—	—	16	4,387	73	125,024
Georgia.....	120	277,602	81	36,483	—	—	25	8,227	120	322,312
Florida.....	29	72,529	3	68	—	—	2	1,168	29	74,377
South Central Division:										
Kentucky.....	63	165,390	43	16,030	1	300	8	3,220	63	184,940
Tennessee.....	68	163,403	35	11,932	1	400	11	4,375	68	190,110
Alabama.....	80	200,123	58	32,083	1	25,000	30	21,897	80	279,103
Mississippi.....	64	134,607	43	14,295	1	1,500	13	3,446	64	153,848
Louisiana.....	34	139,030	9	2,156	—	—	8	1,316	34	142,562
Texas.....	152	627,732	119	33,402	2	4,375	18	2,537	152	678,046
Arkansas.....	40	101,744	27	9,068	—	—	2	525	40	111,337
Oklahoma.....	45	239,268	24	3,491	—	—	3	13,590	45	256,349
North Central Division:										
Ohio.....	308	1,039,288	228	93,178	2	5,100	26	3,878	308	1,141,444
Indiana.....	157	531,402	80	66,176	1	150	10	1,372	157	599,100
Illinois.....	199	1,427,596	179	66,921	3	900	13	3,229	199	1,498,646
Michigan.....	91	616,711	82	42,129	1	180	9	4,668	91	663,688
Wisconsin.....	117	616,503	103	51,633	1	90	16	11,899	117	680,125
Minnesota.....	56	313,995	12	2,706	—	—	6	10,344	56	327,045
Iowa.....	138	459,839	129	37,341	—	—	11	1,884	138	499,064
Missouri.....	109	455,819	98	81,261	1	25	11	2,803	109	489,908
North Dakota.....	22	96,419	8	505	—	—	5	1,145	22	98,069
South Dakota.....	27	114,786	24	7,527	—	—	2	1,251	27	123,564
Nebraska.....	97	296,996	87	30,250	—	—	9	1,828	97	320,074
Kansas.....	188	685,606	106	25,025	—	—	20	6,610	188	717,241
Western Division:										
Montana.....	11	103,515	—	—	—	—	—	—	11	103,515
Wyoming.....	3	17,098	1	39	—	—	1	163	3	17,288
Colorado.....	43	310,884	24	7,872	—	—	—	—	43	318,756
New Mexico.....	10	54,890	6	8,061	—	—	—	—	10	62,951
Arizona.....	7	68,221	—	—	—	—	—	—	7	68,221
Utah.....	13	116,900	7	4,840	—	—	—	—	13	121,740
Nevada.....	4	22,036	—	—	—	—	—	—	4	22,036
Idaho.....	15	54,360	6	1,783	—	—	1	800	15	56,743
Washington.....	41	219,717	—	—	—	—	3	2,700	41	222,417
Oregon.....	41	150,040	15	2,867	1	180	2	1,054	41	153,192
California.....	137	2,549,300	29	71,369	—	—	5	2,642	137	2,623,311

TABLE 14.—Private high schools and academies—Number of schools, secondary instructors, secondary students, and elementary pupils in 1910-11.

States.	Number of schools.	Secondary instructors.			Secondary students.			Colored secondary students (included in preceding column).			Elementary pupils, including all below secondary grades.		
		Men.	Women.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
United States.....	1,979	4,998	7,087	12,073	61,298	69,351	130,649	2,291	3,036	5,327	35,392	48,749	84,141
North Atlantic Division.....	656	2,156	2,772	4,928	23,742	23,542	47,284	13	5	18	9,037	11,317	20,354
South Atlantic Division.....	301	678	873	1,551	9,525	10,306	19,830	1,409	1,775	3,184	7,724	10,619	18,343
South Central Division.....	361	747	906	1,653	11,271	11,170	22,447	838	1,226	2,064	9,007	12,856	22,463
North Central Division.....	484	980	1,533	2,513	11,975	17,195	29,170	31	30	61	6,538	10,245	16,783
Western Division.....	175	425	703	1,128	4,785	7,133	11,918	.....	.....	.....	2,486	3,712	6,198
North Atlantic Division:													
Maine.....	33	64	105	169	1,251	1,347	2,598	1	.....	1	65	182	247
New Hampshire.....	27	127	78	205	1,763	799	2,562	8	.....	3	147	135	282
Vermont.....	19	46	65	111	703	710	1,413	.....	.....	.....	42	37	79
Massachusetts.....	95	327	464	791	3,613	3,849	7,462	7	5	12	808	1,336	2,204
Rhode Island.....	15	47	88	135	580	498	1,078	.....	.....	.....	169	232	401
Connecticut.....	53	189	206	395	1,907	1,685	3,592	1	.....	1	305	697	1,002
New York.....	229	628	967	1,613	5,281	8,329	13,610	.....	.....	.....	3,192	4,629	7,820
New Jersey.....	62	240	221	461	2,577	1,582	4,159	.....	.....	.....	1,087	1,441	2,528
Pennsylvania.....	123	490	558	1,048	6,067	4,743	10,810	1	.....	1	3,222	2,509	5,791
South Atlantic Division:													
Delaware.....	2	4	13	17	54	74	128	.....	.....	.....	69	40	40
Maryland.....	34	106	112	218	1,140	872	2,012	.....	.....	.....	716	699	1,415
Dist. Columbia.....	21	39	108	147	526	623	1,149	.....	.....	.....	191	377	568
Virginia.....	63	145	186	331	2,076	2,064	4,140	257	560	817	899	1,486	2,394
West Virginia.....	16	36	60	96	452	616	1,068	.....	.....	.....	333	492	825
North Carolina.....	68	137	167	304	2,380	2,451	4,831	241	535	776	2,132	2,757	4,889
South Carolina.....	22	41	57	98	581	807	1,388	246	335	581	233	392	625
Georgia.....	58	135	125	260	2,097	2,314	4,411	614	903	817	2,637	3,483	6,110
Florida.....	17	35	45	80	219	484	703	51	122	173	593	884	1,477
South Central Division:													
Kentucky.....	68	86	179	265	1,393	1,768	3,161	25	77	102	1,657	2,424	4,081
Tennessee.....	83	206	190	402	3,725	3,085	6,810	129	165	294	1,934	2,049	3,983
Alabama.....	32	44	75	119	662	1,018	1,680	180	399	579	1,742	2,659	4,401
Mississippi.....	26	62	65	127	922	710	1,632	118	137	255	848	1,268	2,116
Louisiana.....	32	73	94	167	813	642	1,455	24	20	44	1,033	991	2,024
Texas.....	77	192	212	404	2,615	2,745	5,360	163	234	397	1,320	2,133	3,453
Arkansas.....	27	56	43	99	914	786	1,700	120	112	232	717	861	1,578
Oklahoma.....	16	28	42	70	227	422	649	79	82	161	356	471	827
North Central Division:													
Ohio.....	63	61	265	326	806	1,928	2,734	.....	.....	.....	608	1,504	2,172
Indiana.....	20	88	120	208	1,029	1,001	2,030	.....	1	1	210	186	396
Illinois.....	89	180	345	525	2,229	3,499	5,728	.....	.....	.....	1,227	2,314	3,541
Michigan.....	36	57	158	215	1,064	1,768	2,832	3	1	4	591	800	1,391
Wisconsin.....	34	95	127	222	1,115	1,315	2,430	.....	.....	.....	335	539	874
Minnesota.....	38	128	137	265	1,581	1,651	3,232	.....	.....	.....	744	927	1,671
Iowa.....	75	85	218	303	1,192	2,108	3,300	.....	.....	.....	1,174	1,390	2,554
Missouri.....	60	143	235	378	1,687	2,216	3,903	28	28	56	794	1,413	2,207
North Dakota.....	10	24	29	53	78	109	247	.....	.....	.....	346	327	673
South Dakota.....	10	34	36	70	316	265	581	.....	.....	.....	202	152	354
Nebraska.....	20	42	96	138	469	672	1,141	.....	.....	.....	256	477	735
Kansas.....	22	43	67	110	389	603	992	.....	.....	.....	49	166	215
Western Division:													
Montana.....	11	18	42	60	127	324	451	.....	.....	.....	44	182	226
Wyoming.....	2	2	6	9	45	68	113	.....	.....	.....	30	61	91
Colorado.....	10	14	40	54	116	342	459	.....	.....	.....	31	281	312
New Mexico.....	7	7	13	20	135	99	234	.....	.....	.....	196	133	328
Arizona.....	6	11	21	32	100	211	311	.....	.....	.....	70	42	112
Utah.....	18	140	84	224	1,852	1,878	3,730	.....	.....	.....	633	527	1,160
Idaho.....	7	25	27	52	433	380	813	.....	.....	.....	128	150	278
Washington.....	21	39	56	95	350	560	910	.....	.....	.....	323	441	764
Oregon.....	19	37	74	111	391	756	1,147	.....	.....	.....	282	521	803
California.....	74	131	340	471	1,236	2,515	3,751	.....	.....	.....	750	1,374	2,124

TABLE 15.—*Private high schools and academies—Number of secondary, or high-school students in leading courses of study in 1910-11.*

States.	In academic courses.				In commercial courses.				In technical or manual training courses.			
	Schools reporting.	Boys.	Girls.	Total.	Schools reporting.	Boys.	Girls.	Total.	Schools reporting.	Boys.	Girls.	Total.
United States.....	1,979	52,657	60,602	113,259	614	7,096	4,860	11,956	102	1,875	1,627	3,502
North Atlantic Division.....	656	21,188	21,128	42,316	195	2,605	1,905	4,510	24	499	223	722
South Atlantic Division.....	301	8,620	8,747	17,367	69	697	379	1,076	24	353	679	1,062
South Central Division.....	361	9,816	9,733	19,549	100	1,063	433	1,496	19	252	303	555
North Central Division.....	486	9,670	15,105	24,775	179	2,090	1,588	3,678	19	250	232	482
Western Division.....	175	3,363	5,889	9,252	71	741	555	1,296	16	491	190	681
North Atlantic Division:												
Maine.....	33	1,134	1,099	2,233	9	109	120	229	4	53	34	87
New Hampshire.....	27	1,582	640	2,222	10	172	129	301	1	3	—	3
Vermont.....	19	526	592	1,118	15	158	129	287	1	12	8	20
Massachusetts.....	95	3,404	3,326	6,730	30	203	355	558	3	18	45	63
Rhode Island.....	15	515	437	952	6	65	86	151	—	—	—	—
Connecticut.....	53	1,776	1,624	3,400	9	87	70	157	1	9	—	9
New York.....	229	4,534	7,787	12,321	59	896	326	1,222	7	161	96	257
New Jersey.....	62	2,422	1,493	3,915	19	135	109	244	3	18	8	26
Pennsylvania.....	123	5,295	4,130	9,425	33	790	551	1,341	4	225	32	257
South Atlantic Division:												
Delaware.....	2	54	74	128	—	—	—	—	—	—	—	—
Maryland.....	31	1,043	800	1,843	11	132	72	204	2	46	—	46
District of Columbia.....	24	436	561	997	3	68	65	133	1	23	—	23
Virginia.....	63	1,876	1,433	3,309	18	90	81	171	5	81	153	234
West Virginia.....	16	379	464	843	5	33	57	90	—	—	—	—
North Carolina.....	68	2,237	2,056	4,293	11	128	32	160	5	77	373	450
South Carolina.....	22	456	715	1,171	6	17	14	31	3	37	20	57
Georgia.....	58	1,938	2,170	4,108	11	119	30	149	6	99	30	129
Florida.....	17	201	474	675	5	10	28	38	2	20	103	123
South Central Division:												
Kentucky.....	68	1,250	1,477	2,727	18	160	90	250	5	18	43	61
Tennessee.....	83	3,390	2,718	6,108	17	128	67	195	2	17	6	23
Alabama.....	32	640	924	1,564	6	25	24	49	2	22	41	63
Mississippi.....	26	684	549	1,233	10	171	36	207	1	43	—	43
Louisiana.....	32	534	575	1,109	8	203	23	226	—	—	—	—
Texas.....	77	2,350	2,481	4,831	28	301	152	453	8	131	185	316
Arkansas.....	27	818	707	1,525	7	39	16	55	1	21	28	49
Oklahoma.....	16	150	302	452	6	36	25	61	—	—	—	—
North Central Division:												
Ohio.....	63	570	1,740	2,310	22	68	220	288	—	—	—	—
Indiana.....	29	752	859	1,611	10	192	76	268	1	12	—	12
Illinois.....	89	1,740	3,207	4,947	34	495	336	831	4	—	35	35
Michigan.....	36	877	1,341	2,218	13	77	166	243	—	—	—	—
Wisconsin.....	34	807	1,155	1,962	22	197	220	417	3	70	25	98
Minnesota.....	38	1,379	1,444	2,823	16	349	152	501	2	17	19	36
Iowa.....	75	978	1,841	2,819	20	353	208	561	3	38	30	68
Missouri.....	60	1,558	2,100	3,658	17	163	67	230	5	64	125	187
North Dakota.....	10	50	132	182	3	23	20	43	—	—	—	—
South Dakota.....	10	263	206	469	6	47	9	56	—	—	—	—
Nebraska.....	20	375	582	957	8	54	29	83	1	46	—	46
Kansas.....	22	321	498	819	8	72	85	157	—	—	—	—
Western Division:												
Montana.....	11	90	211	301	8	37	81	118	1	—	4	4
Wyoming.....	2	45	64	109	1	—	4	4	—	—	—	—
Colorado.....	10	105	333	438	4	11	21	32	1	44	6	52
New Mexico.....	7	49	86	135	2	74	6	80	—	—	—	—
Arizona.....	6	96	207	303	2	21	19	40	1	20	8	28
Utah.....	18	1,119	1,247	2,366	8	325	110	435	6	191	40	231
Idaho.....	7	237	263	500	5	88	54	142	2	90	73	163
Washington.....	21	279	507	786	7	25	36	61	1	20	20	40
Oregon.....	19	324	718	1,042	11	17	36	53	—	—	—	—
California.....	74	1,019	2,253	3,272	23	143	188	331	4	126	37	163

TABLE 16.—*Private high schools and academies—Number of secondary, or high-school students in leading courses of study in 1910-11.*

States.	In training courses for teachers.				In agricultural courses.				In domestic economy.			
	Schools reporting.	Boys.	Girls.	Total.	Schools reporting.	Boys.	Girls.	Total.	Schools reporting.	Boys.	Girls.	Total.
United States.....	259	1,601	3,645	5,246	100	1,400	788	2,188	186	240	4,788	5,028
North Atlantic Division.....	39	266	672	938	15	176	96	272	32	.....	811	811
South Atlantic Division.....	42	204	657	861	29	549	369	918	35	158	1,214	1,372
South Central Division.....	64	531	811	1,342	27	358	214	572	35	67	573	640
North Central Division.....	87	455	1,221	1,676	18	156	101	257	49	.....	1,089	1,089
Western Division.....	27	145	284	429	11	181	8	189	35	15	1,101	1,116
North Atlantic Division:												
Maine.....	9	11	141	152	2	19	7	26	1	.....	31	31
New Hampshire.....	1	1	5	6	1	13	.....	13	4	.....	125	125
Vermont.....	2	.....	16	16	3	32	10	42	.....	.....	.....	.....
Massachusetts.....	4	25	93	118	3	2	63	65	5	.....	134	134
Rhode Island.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	4	4
Connecticut.....	1	19	.....	19	1	2	.....	2	4	.....	86	86
New York.....	8	5	118	123	2	4	.....	4	10	.....	244	244
New Jersey.....	.....	.....	.....	.....	1	.....	16	16	3	.....	38	38
Pennsylvania.....	14	205	299	504	2	104	.....	104	4	.....	149	149
South Atlantic Division:												
Maryland.....	2	.....	18	18	3	33	5	38	5	27	67	94
District of Columbia.....	1	.....	8	8	.....	.....	.....	.....	1	.....	26	26
Virginia.....	10	37	228	265	5	127	40	167	7	.....	264	271
West Virginia.....	5	35	60	95	1	30	6	36	1	.....	20	20
North Carolina.....	10	39	130	169	5	112	81	193	7	49	352	401
South Carolina.....	3	60	90	150	4	72	31	103	3	15	101	116
Georgia.....	8	25	104	129	8	136	143	282	8	60	254	314
Florida.....	3	8	19	27	3	36	63	99	3	.....	130	130
South Central Division:												
Kentucky.....	12	118	172	290	1	7	.....	7	8	9	122	131
Tennessee.....	15	100	211	311	7	77	16	93	4	5	72	77
Alabama.....	7	39	167	206	5	35	76	111	6	25	89	114
Mississippi.....	5	59	16	75	3	101	24	125	4	8	31	39
Louisiana.....	4	6	19	25	1	20	.....	20	3	20	41	61
Texas.....	10	100	110	210	1	22	18	40	5	.....	156	156
Arkansas.....	7	92	90	182	6	72	49	121	3	.....	37	37
Oklahoma.....	4	17	26	43	3	24	31	55	2	.....	25	25
North Central Division:												
Ohio.....	3	31	49	80	.....	.....	.....	.....	6	.....	96	96
Indiana.....	.....	.....	.....	.....	3	48	.....	48	2	.....	41	41
Illinois.....	13	23	162	185	4	53	60	113	10	.....	199	199
Michigan.....	4	136	309	445	.....	.....	.....	.....	2	.....	79	79
Wisconsin.....	6	10	41	51	.....	.....	.....	.....	7	.....	88	88
Minnesota.....	6	15	58	73	1	10	.....	10	8	.....	358	368
Iowa.....	25	84	311	395	1	7	.....	7	3	.....	38	38
Missouri.....	8	7	33	40	4	12	14	26	6	.....	126	126
North Dakota.....	5	2	62	64	1	6	15	21	2	.....	16	16
South Dakota.....	2	.....	49	49	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska.....	10	133	103	236	3	14	12	26	2	.....	9	9
Kansas.....	5	10	44	54	1	6	.....	6	2	.....	10	10
Western Division:												
Montana.....	2	.....	10	10	.....	.....	.....	.....	1	.....	14	14
Colorado.....	1	.....	2	2	1	24	.....	24	4	4	146	150
New Mexico.....	1	1	2	3	.....	.....	.....	.....	.....	.....	.....	.....
Arizona.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	86	86
Utah.....	6	108	166	274	5	79	.....	79	6	6	409	415
Idaho.....	5	17	21	38	2	49	8	57	5	5	111	116
Washington.....	2	5	15	20	1	5	.....	5	3	.....	40	40
Oregon.....	5	14	28	42	.....	.....	.....	.....	3	.....	37	37
California.....	5	.....	40	40	2	4	.....	4	11	.....	258	258

TABLE 17.—*Private high schools and academies—Number of secondary, or high-school, students reported as actually preparing for college in 1910-11.*

States.	In classical course.			In scientific courses.			Total number.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
United States.....	8,364	5,084	13,448	7,937	1,161	9,098	16,301	6,245	22,546
North Atlantic Division.....	4,654	2,330	6,984	4,735	307	5,042	9,389	2,637	12,026
South Atlantic Division.....	1,255	597	1,852	890	95	985	2,145	692	2,837
South Central Division.....	921	637	1,558	587	140	727	1,508	777	2,285
North Central Division.....	1,129	1,072	2,201	1,157	461	1,618	2,286	1,533	3,819
Western Division.....	405	448	853	568	158	726	973	606	1,579
North Atlantic Division:									
Maine.....	192	243	435	216	28	244	408	271	679
New Hampshire.....	370	44	414	294	11	305	664	65	719
Vermont.....	42	37	79	108	4	112	150	41	191
Massachusetts.....	840	475	1,315	667	31	698	1,507	506	2,013
Rhode Island.....	165	63	228	46	.....	46	211	63	274
Connecticut.....	648	209	857	492	13	505	1,140	222	1,362
New York.....	709	691	1,400	854	94	948	1,563	785	2,348
New Jersey.....	695	142	837	617	15	632	1,312	157	1,469
Pennsylvania.....	993	426	1,419	1,441	111	1,552	2,434	537	2,971
South Atlantic Division:									
Delaware.....	.....	7	7	.....	.....	.....	.....	7	7
Maryland.....	262	46	308	292	.....	292	554	46	600
District of Columbia.....	40	28	68	37	3	40	77	31	108
Virginia.....	232	68	300	189	22	211	421	90	511
West Virginia.....	97	35	132	41	21	62	138	56	194
North Carolina.....	308	137	440	156	15	171	459	152	611
South Carolina.....	64	40	104	31	14	45	95	54	149
Georgia.....	243	230	473	139	19	158	382	240	631
Florida.....	14	6	20	5	1	6	19	7	26
South Central Division:									
Kentucky.....	98	162	260	84	7	91	182	169	351
Tennessee.....	337	173	510	263	69	332	600	242	842
Alabama.....	121	72	193	16	3	19	127	75	202
Mississippi.....	74	28	102	22	20	42	96	48	144
Louisiana.....	40	19	68	37	6	43	86	25	111
Texas.....	157	110	267	149	13	162	306	122	429
Arkansas.....	42	40	82	16	22	38	58	62	120
Oklahoma.....	43	33	76	.....	.....	.....	43	33	76
North Central Division:									
Ohio.....	57	65	142	93	3	96	150	88	238
Indiana.....	116	37	153	273	13	286	389	50	439
Illinois.....	234	201	435	224	74	298	458	275	733
Michigan.....	210	141	351	132	78	210	342	219	561
Wisconsin.....	32	140	172	100	57	157	132	197	329
Minnesota.....	186	197	383	56	62	118	242	250	491
Iowa.....	40	51	91	40	42	82	80	93	173
Missouri.....	181	80	261	128	51	179	309	131	440
North Dakota.....	9	5	14	4	7	11	13	12	25
South Dakota.....	5	15	20	6	2	8	11	17	28
Nebraska.....	47	97	144	98	62	160	145	150	304
Kansas.....	12	23	35	3	10	13	15	38	48
Western Division:									
Montana.....	26	22	58	8	17	25	34	40	83
Colorado.....	.....	9	9	.....	.....	.....	.....	9	9
New Mexico.....	10	8	18	10	6	16	20	14	34
Arizona.....	14	6	20	2	.....	2	16	6	22
Utah.....	9	31	40	55	25	80	64	56	120
Idaho.....	14	14	28	6	2	8	20	16	36
Washington.....	81	6	87	33	.....	33	114	6	120
Oregon.....	89	25	124	94	3	97	183	38	221
California.....	162	307	469	360	105	465	522	412	934

TABLE 18.—*Private high schools and academies—Number of graduates and number of college preparatory students in graduating class of 1911.*

States.	Graduates in the class of 1911.			College preparatory students in the class of 1911.			Students in graduating class preparing for other higher institutions.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
United States.....	7,586	8,875	16,461	4,649	2,078	6,727	462	1,033	1,555
North Atlantic Division.....	3,758	3,755	7,513	2,618	852	3,470	190	520	710
South Atlantic Division.....	895	931	1,826	596	260	856	67	51	118
South Central Division.....	994	1,068	2,062	491	258	749	70	78	148
North Central Division.....	1,367	2,263	3,630	659	487	1,146	86	330	416
Western Division.....	572	828	1,400	285	221	506	49	114	163
North Atlantic Division:									
Maine.....	213	220	433	110	64	174	33	50	83
New Hampshire.....	308	96	404	264	17	271	10	16	26
Vermont.....	106	124	230	61	41	102	8	10	18
Massachusetts.....	551	866	1,417	407	199	606	17	101	118
Rhode Island.....	62	65	127	46	14	60	.....	22	22
Connecticut.....	337	266	603	266	45	311	33	46	79
New York.....	725	1,077	1,802	507	222	729	40	165	205
New Jersey.....	420	235	655	276	65	341	14	46	60
Pennsylvania.....	1,036	806	1,842	691	185	876	35	64	99
South Atlantic Division:									
Delaware.....	10	13	23	.....	.....	.....	.....	.....	.....
Maryland.....	128	108	236	82	16	98	19	2	21
District of Columbia.....	30	75	105	23	11	34	.....	2	2
Virginia.....	195	165	360	151	36	187	11	16	27
West Virginia.....	57	53	110	38	35	73	2	2	4
North Carolina.....	182	181	363	146	46	192	7	4	11
South Carolina.....	53	84	137	31	26	57	3	3	6
Georgia.....	217	208	425	110	77	187	21	15	36
Florida.....	28	44	67	15	13	28	4	7	11
South Central Division:									
Kentucky.....	139	182	321	51	45	96	1	8	9
Tennessee.....	396	261	657	216	95	311	20	12	32
Alabama.....	77	111	188	42	16	58	10	14	24
Mississippi.....	87	90	177	45	16	61	13	11	24
Louisiana.....	72	100	172	45	22	67	8	13	21
Texas.....	159	226	385	77	42	119	11	19	30
Arkansas.....	36	62	98	12	16	28	7	1	8
Oklahoma.....	28	66	94	3	6	9	.....	.....	.....
North Central Division:									
Ohio.....	92	271	363	40	45	85	.....	27	27
Indiana.....	150	132	282	76	34	110	3	11	14
Illinois.....	246	496	742	123	79	202	45	91	136
Michigan.....	106	216	322	71	44	115	.....	52	52
Wisconsin.....	135	195	330	61	22	83	.....	46	46
Minnesota.....	188	210	398	76	53	129	9	48	57
Iowa.....	143	323	466	59	88	147	11	34	45
Missouri.....	150	230	380	78	67	145	13	8	21
North Dakota.....	7	10	17	5	4	9	.....	.....	.....
South Dakota.....	43	27	70	24	8	32	3	2	5
Nebraska.....	72	96	168	34	29	63	2	5	7
Kansas.....	35	57	92	12	14	26	.....	6	6
Western Division:									
Montana.....	13	33	46	8	8	16	.....	.....	.....
Wyoming.....	.....	4	4	.....	.....	.....	.....	2	2
Colorado.....	7	50	57	3	8	11	3	3	6
New Mexico.....	12	13	25	3	.....	3	.....	10	10
Arizona.....	7	21	28	5	4	9	1	11	12
Utah.....	197	201	398	48	39	87	7	20	27
Idaho.....	26	19	45	10	4	14	.....	6	6
Washington.....	33	72	110	25	16	41	.....	9	9
Oregon.....	64	89	153	37	28	65	18	12	30
California.....	208	326	534	146	114	260	20	41	61

TABLE 19.—*Private high schools and academies—Proportion of boys and girls, per cent of students pursuing certain courses, per cent of graduates, etc., in 1911.*

States.	Total number of secondary students.	Per cent of total number.					Per cent of graduates prepared for college.
		Boys.	Girls.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1911.	
United States	130,640	46.92	53.08	10.29	6.96	12.60	40.87
North Atlantic Division	47,284	50.21	49.79	14.77	10.66	15.89	46.19
South Atlantic Division	19,830	48.03	51.97	9.34	4.97	9.21	46.88
South Central Division	22,447	50.21	49.79	6.94	3.24	9.32	35.80
North Central Division	29,170	41.05	58.95	7.55	5.55	12.44	31.57
Western Division	11,918	40.15	59.85	7.16	6.09	11.75	36.14
North Atlantic Division:							
Maine	2,596	48.15	51.85	16.74	9.39	16.67	40.18
New Hampshire	2,562	68.81	31.19	10.16	11.90	15.77	67.08
Vermont	1,413	49.75	50.25	5.59	7.93	16.28	44.35
Massachusetts	7,462	48.42	51.58	17.62	9.35	18.99	42.77
Rhode Island	1,078	53.80	46.20	21.15	4.27	11.78	47.24
Connecticut	3,592	53.09	46.91	23.86	14.06	16.79	51.58
New York	13,610	38.80	61.20	10.29	6.97	13.24	40.46
New Jersey	4,159	61.96	38.04	20.13	15.20	15.75	52.06
Pennsylvania	10,810	56.12	43.88	13.13	14.36	17.04	47.56
South Atlantic Division:							
Delaware	128	42.19	57.81	5.46	.....	17.97	.....
Maryland	2,012	56.66	43.34	15.31	14.51	11.73	41.53
District of Columbia	1,149	45.78	54.22	5.92	3.48	9.14	32.38
Virginia	4,140	50.15	49.85	7.25	5.10	8.70	51.94
West Virginia	1,068	42.32	57.68	12.36	5.81	10.30	66.36
North Carolina	4,831	49.27	50.73	9.11	3.54	7.51	52.89
South Carolina	1,388	41.86	58.14	7.49	3.24	9.87	41.60
Georgia	4,411	47.54	52.46	10.72	3.59	9.64	44.00
Florida	703	31.15	68.85	2.84	.85	9.53	41.79
South Central Division:							
Kentucky	3,161	44.07	55.93	8.23	2.88	10.16	29.90
Tennessee	6,810	54.70	45.30	7.49	4.88	9.65	47.34
Alabama	1,680	39.40	60.60	11.48	1.13	11.19	30.85
Mississippi	1,632	56.50	43.50	6.25	2.57	10.85	34.46
Louisiana	1,455	55.88	44.12	4.67	2.96	11.82	38.96
Texas	5,360	48.79	51.21	4.98	3.02	7.18	30.91
Arkansas	1,700	53.76	46.24	4.82	2.24	5.77	28.57
Oklahoma	649	34.98	65.02	11.71	.....	14.48	9.57
North Central Division:							
Ohio	2,734	29.48	70.52	5.19	3.51	13.28	23.42
Indiana	2,033	50.69	49.31	7.54	14.09	13.89	39.01
Illinois	5,728	38.91	61.09	7.59	5.20	12.95	27.22
Michigan	2,852	38.01	61.99	12.31	7.36	11.29	35.71
Wisconsin	2,430	45.88	54.12	7.08	6.46	13.58	25.15
Minnesota	3,232	48.92	51.08	11.85	3.06	12.31	32.41
Iowa	3,300	36.12	63.88	2.76	2.48	14.12	31.55
Missouri	3,903	43.22	56.78	6.60	4.59	9.74	38.15
North Dakota	247	31.58	68.42	5.67	4.45	6.88	52.94
South Dakota	581	54.39	45.61	3.44	1.38	12.05	45.71
Nebraska	1,141	41.10	58.90	12.62	14.02	14.72	37.50
Kansas	992	39.21	60.79	3.63	1.31	9.27	28.26
Western Division:							
Montana	451	28.16	71.84	12.86	5.54	10.20	34.78
Wyoming	113	39.82	60.18	.....	.....	3.54	.....
Colorado	458	25.33	74.67	1.97	.....	12.45	19.30
New Mexico	234	57.69	42.31	7.69	6.84	10.68	12.00
Arizona	311	32.15	67.85	6.43	.64	9.00	32.14
Utah	3,730	49.65	50.35	1.07	2.14	10.67	21.86
Idaho	813	53.26	46.74	3.44	.98	5.54	31.11
Washington	910	28.46	71.54	9.56	3.63	12.09	37.27
Oregon	1,147	34.09	65.91	10.81	8.46	13.34	42.48
California	3,751	32.95	67.05	12.50	12.40	14.24	48.69

TABLE 20.—Enrollment of secondary students, by years, in 1,841 private high schools reporting for 1910-11.

States.	Schools reporting by grades.	First year.		Second year.		Third year.		Fourth year.		Total.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
United States..	1,841	19,851	22,001	15,460	17,066	12,222	13,479	9,664	11,034	57,197	63,580
North Atlantic Div..	809	6,990	6,617	5,909	5,492	5,155	4,674	4,795	4,664	22,849	21,447
South Atlantic Div..	268	2,990	3,109	2,376	2,565	1,837	1,917	1,098	1,281	8,301	8,872
South Central Div..	335	3,935	3,623	2,902	2,705	2,066	1,980	1,385	1,524	10,288	9,832
North Central Div..	465	4,102	5,970	3,033	4,444	2,285	3,531	1,753	2,634	11,173	16,579
Western Div..	164	1,834	2,682	1,240	1,860	879	1,377	633	931	4,586	6,850
North Atlantic Div.:											
Maine.....	33	392	452	306	351	305	283	248	281	1,251	1,347
New Hampshire..	27	541	268	481	220	390	181	351	130	1,763	799
Vermont.....	19	234	270	169	164	146	151	154	125	703	710
Massachusetts....	81	845	872	818	762	776	734	906	872	3,345	3,240
Rhode Island.....	14	213	123	137	120	115	104	115	93	580	440
Connecticut.....	49	482	497	482	395	459	332	403	320	1,826	1,544
New York.....	214	1,770	2,395	1,326	1,929	1,097	1,626	930	1,646	5,123	7,596
New Jersey.....	56	645	404	628	406	527	357	614	315	2,414	1,482
Pennsylvania.....	116	1,868	1,336	1,562	1,145	1,340	906	1,074	902	5,844	4,289
South Atlantic Div.:											
Delaware.....	2	15	20	11	20	18	19	10	15	54	74
Maryland.....	31	288	242	257	276	219	217	177	137	941	872
Dist. Columbia....	14	134	158	56	127	48	110	37	117	275	512
Virginia.....	54	520	568	498	423	375	344	279	242	1,672	1,577
West Virginia.....	16	186	245	117	176	86	113	63	82	462	616
North Carolina....	61	803	759	625	569	532	414	206	276	2,166	2,018
South Carolina....	19	202	221	117	201	87	143	55	104	461	669
Georgia.....	56	772	746	632	663	422	483	240	249	2,066	2,141
Florida.....	15	70	150	63	110	50	74	31	59	214	393
South Central Div.:											
Kentucky.....	65	599	711	397	457	249	305	128	213	1,373	1,686
Tennessee.....	77	1,377	908	1,007	734	669	471	512	334	3,525	2,447
Alabama.....	28	244	294	148	246	111	205	81	151	584	896
Mississippi.....	25	257	194	267	174	177	158	110	184	811	710
Louisiana.....	30	243	229	237	175	188	137	133	70	801	611
Texas.....	71	826	807	614	624	477	504	297	387	2,214	2,322
Arkansas.....	24	348	341	188	174	139	125	89	111	764	751
Oklahoma.....	15	81	139	44	121	56	75	35	74	216	409
North Central Div.:											
Ohio.....	62	300	666	192	520	175	464	113	274	780	1,924
Indiana.....	29	318	367	307	247	241	221	163	166	1,029	1,001
Illinois.....	83	753	1,120	604	903	415	663	359	553	2,131	3,239
Michigan.....	35	387	698	276	413	231	355	166	302	1,060	1,768
Wisconsin.....	33	376	416	289	374	226	290	207	227	1,098	1,307
Minnesota.....	34	499	574	424	416	309	299	122	239	1,354	1,528
Iowa.....	73	484	746	293	576	208	428	152	283	1,137	2,033
Missouri.....	56	534	689	380	548	275	496	273	372	1,462	2,105
North Dakota.....	10	37	110	21	36	13	19	7	4	78	189
South Dakota.....	9	109	101	63	62	51	49	45	38	268	250
Nebraska.....	20	141	226	114	203	93	132	121	111	469	672
Kansas.....	21	164	257	70	146	48	115	25	65	307	583
Western Div.:											
Montana.....	11	53	126	28	84	20	70	26	44	127	324
Wyoming.....	2	25	34	12	20	8	10	0	4	45	68
Colorado.....	10	65	142	28	84	16	65	7	51	116	342
New Mexico.....	6	43	33	33	22	26	18	15	10	117	83
Arizona.....	6	53	110	35	47	8	38	4	16	100	211
Utah.....	17	767	777	511	518	328	326	210	223	1,816	1,846
Idaho.....	6	251	161	96	81	59	56	27	22	433	320
Washington.....	19	134	178	99	121	60	105	49	67	342	471
Oregon.....	19	130	299	107	206	87	138	67	113	391	756
California.....	68	313	822	291	677	267	551	228	381	1,099	2,431

TABLE 21.—*Enrollment of secondary students, by years, in 1,841 private high schools, and percentage of total in each year, 1910-11.*

States.	Schools reporting by grades.	Total number reported.	In first year.		In second year.		In third year.		In fourth year.	
			Number.	Per cent of total.	Number.	Per cent of total.	Number.	Per cent of total.	Number.	Per cent of total.
United States.....	1,841	120,777	41,852	34.65	32,526	26.93	25,701	21.28	20,698	17.14
North Atlantic Division.....	609	44,296	13,607	30.72	11,401	25.74	9,829	22.19	9,459	21.35
South Atlantic Division.....	268	17,173	6,090	35.52	4,943	28.77	3,754	21.86	2,379	13.85
South Central Division.....	335	20,120	7,558	37.56	5,607	27.87	4,046	20.11	2,909	14.46
North Central Division.....	465	27,752	10,072	36.29	7,477	26.94	5,816	20.96	4,387	15.81
Western Division.....	164	11,456	4,516	39.49	3,100	27.11	2,256	19.73	1,564	13.67
North Atlantic Division:										
Maine.....	33	2,598	844	32.49	657	25.29	588	22.63	509	19.59
New Hampshire.....	27	2,562	809	31.58	701	27.36	571	22.29	481	18.77
Vermont.....	19	1,413	504	35.67	333	23.57	297	21.02	279	19.74
Massachusetts.....	81	6,585	1,717	26.08	1,580	23.99	1,510	22.93	1,778	27.00
Rhode Island.....	14	1,020	336	32.94	257	25.20	219	21.47	208	20.39
Connecticut.....	49	3,370	979	29.05	877	26.02	791	23.47	723	21.46
New York.....	214	12,719	4,165	32.75	3,255	25.59	2,723	21.41	2,570	20.25
New Jersey.....	56	3,896	1,049	26.93	1,034	26.54	884	22.69	929	23.84
Pennsylvania.....	116	10,133	3,204	31.62	2,707	26.71	2,246	22.17	1,976	19.50
South Atlantic Division:										
Delaware.....	2	128	35	27.34	31	24.22	37	28.91	25	19.53
Maryland.....	31	1,813	520	29.23	533	29.40	436	24.05	314	17.32
District of Columbia....	14	787	292	37.10	183	23.25	158	20.08	154	19.57
Virginia.....	54	3,249	1,088	33.49	921	28.35	719	22.13	521	16.03
West Virginia.....	16	1,068	431	40.36	293	27.43	199	18.63	145	13.58
North Carolina.....	61	4,184	1,562	37.33	1,194	28.54	946	22.61	482	11.52
South Carolina.....	19	1,130	423	37.43	318	28.14	230	20.36	159	14.07
Georgia.....	56	4,207	1,518	36.08	1,295	30.78	905	21.51	489	11.63
Florida.....	15	607	220	36.24	173	28.50	124	20.43	90	14.83
South Central Division:										
Kentucky.....	65	3,059	1,310	42.82	854	27.92	554	18.11	341	11.15
Tennessee.....	77	5,972	2,245	37.59	1,741	29.15	1,140	19.09	846	14.17
Alabama.....	28	1,480	538	36.35	394	26.62	316	21.35	232	15.68
Mississippi.....	25	1,521	451	29.65	441	28.99	335	22.03	294	19.33
Louisiana.....	30	1,412	472	33.43	412	29.18	325	23.02	203	14.37
Texas.....	71	4,536	1,633	36.00	1,238	27.29	981	21.63	684	15.08
Arkansas.....	24	1,515	689	45.48	362	23.89	264	17.43	200	13.20
Oklahoma.....	15	625	220	35.20	165	26.40	131	20.96	109	17.44
North Central Division:										
Ohio.....	62	2,704	966	35.73	712	26.33	639	23.63	387	14.31
Indiana.....	29	2,030	685	33.74	554	27.29	462	22.76	329	16.21
Illinois.....	83	5,370	1,873	34.88	1,507	28.06	1,078	20.08	912	16.98
Michigan.....	35	2,828	1,085	38.37	689	24.36	586	20.72	468	16.55
Wisconsin.....	33	2,405	792	32.93	663	27.57	516	21.45	434	18.05
Minnesota.....	34	2,882	1,073	37.23	840	29.14	608	21.10	361	12.53
Iowa.....	73	3,170	1,230	38.80	869	27.42	636	20.06	435	13.72
Missouri.....	56	3,567	1,223	34.29	928	26.02	771	21.61	645	18.08
North Dakota.....	10	247	147	59.51	57	23.08	32	12.96	11	4.45
South Dakota.....	9	518	210	40.54	125	24.13	100	19.31	83	16.02
Nebraska.....	20	1,141	367	32.17	317	27.78	225	19.72	232	20.33
Kansas.....	21	890	421	47.30	216	24.27	163	18.32	90	10.11
Western Division:										
Montana.....	11	451	179	39.69	112	24.83	90	19.96	70	15.52
Wyoming.....	2	113	59	52.21	32	28.32	18	15.93	4	3.54
Colorado.....	10	458	207	45.20	112	24.45	81	17.69	58	12.66
New Mexico.....	6	200	76	38.00	65	27.50	44	22.00	25	12.50
Arizona.....	6	311	163	52.41	82	26.37	46	14.79	20	6.43
Utah.....	17	3,660	1,544	42.18	1,029	28.12	654	17.87	433	11.83
Idaho.....	6	753	412	54.72	177	23.51	115	15.27	49	6.50
Washington.....	19	813	312	38.38	220	27.06	165	20.29	116	14.27
Oregon.....	19	1,147	429	37.40	313	27.29	225	19.62	180	15.69
California.....	68	3,530	1,135	32.16	968	27.42	818	23.17	609	17.25

TABLE 22.—*Denominational and nonsectarian schools included in the table of private high schools and academies, 1910-11.*

States.	Baptist.			Congregational.			Episcopal.			Friends.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States.....	100	548	8,743	31	150	1,809	79	713	5,229	44	285	2,841
North Atlantic Division.....	11	88	1,447	4	33	413	32	322	2,060	20	195	1,717
South Atlantic Division.....	45	228	3,892	8	30	361	16	115	861	4	18	198
South Central Division.....	35	159	2,583	7	31	396	9	66	562	4	10	131
North Central Division.....	8	69	787	10	49	618	12	131	1,047	16	62	795
Western Division.....	1	4	34	2	7	81	10	79	699			
North Atlantic Division:												
Maine.....	4	29	655							1	8	82
New Hampshire.....	2	17	296	1	7	126	3	50	342			
Vermont.....	2	16	142									
Massachusetts.....				3	26	287	3	37	322	1	3	8
Rhode Island.....							1	13	127	1	18	109
Connecticut.....							6	66	405			
New York.....	1	7	94				14	111	568	5	27	195
New Jersey.....	1	11	166				2	17	91	2	12	87
Pennsylvania.....	1	8	94				3	28	205	10	127	1,236
South Atlantic Division:												
Maryland.....							2	13	119	1	10	102
District of Columbia.....							3	40	175	1	5	56
Virginia.....	6	37	494				6	43	405	1	2	19
West Virginia.....	3	18	221									
North Carolina.....	14	60	1,168	4	14	143				1	1	21
South Carolina.....	4	20	464				1	2	19			
Georgia.....	16	77	1,409	4	16	218	2	8	58			
Florida.....	2	16	136				2	9	85			
South Central Division:												
Kentucky.....	4	10	130				1	4	20			
Tennessee.....	4	17	436	2	11	148	3	29	169	1	2	24
Alabama.....	6	25	449	3	8	142	1	5	80			
Mississippi.....	2	12	76	1	3	23	1	7	52			
Louisiana.....							1	3	15			
Texas.....	9	58	949	1	9	83	2	18	226	1	2	26
Arkansas.....	7	20	451							1	3	49
Oklahoma.....	3	17	92							1	3	32
North Central Division:												
Ohio.....										2	10	120
Indiana.....							1	15	157	5	24	377
Illinois.....							2	14	120	1	3	26
Wisconsin.....	1	9	127	2	7	98	4	47	404			
Minnesota.....	2	23	193	1	5	61	1	15	143			
Iowa.....	1	7	120	1	4	32				3	7	87
Missouri.....	2	16	236	1	5	159	1	5	17			
North Dakota.....				1	4	17						
South Dakota.....	1	8	67	1	7	78	1	11	64			
Nebraska.....				3	17	173	2	24	142	1	6	44
Kansas.....	1	6	44							4	12	141
Western Division:												
Colorado.....							2	10	97			
New Mexico.....	1	4	34									
Utah.....				2	7	81	1	12	70			
Idaho.....							1	6	60			
Washington.....							3	19	203			
Oregon.....							1	13	122			
California.....							2	19	147			

TABLE 22.—*Denominational and nonsectarian schools included in the table of private high schools and academies, 1910-11—Continued.*

States.	Lutheran.			Methodist.			Methodist Episcopal, South.			Presbyterian.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States.....	51	288	3,483	69	437	5,751	35	202	3,292	63	318	3,915
North Atlantic Division.....	4	24	182	15	171	1,885				6	33	372
South Atlantic Division.....	2	12	152	14	59	1,026	14	95	1,563	20	104	1,362
South Central Division.....	4	11	73	29	138	2,025	20	102	1,605	24	105	1,648
North Central Division.....	37	220	2,894	9	60	718	1	5	64	8	52	355
Western Division.....	4	21	182	2	9	97				5	24	178
North Central Division:												
Maine.....				2	22	288						
Vermont.....				2	22	340						
Rhode Island.....				1	13	129						
New York.....	3	16	160	5	51	476				1	1	18
New Jersey.....				2	21	206				2	18	206
Pennsylvania.....	1	8	22	3	42	446				3	14	148
South Atlantic Division:												
Delaware.....				1	9	93						
Virginia.....				1	9	219	4	44	611	3	15	247
West Virginia.....							2	9	171	2	9	89
North Carolina.....	2	12	152	4	13	164	3	23	296	7	40	508
South Carolina.....							1	2	13	4	17	274
Georgia.....				7	23	499	3	13	451	3	18	171
Florida.....				1	5	51	1	4	21	1	5	73
South Central Division:												
Kentucky.....				5	27	551	4	13	233	6	15	129
Tennessee.....				10	41	611	5	44	426	5	19	388
Alabama.....				4	19	238				2	8	126
Mississippi.....	1	1	11	2	10	132	2	7	162	3	13	339
Louisiana.....	1	2	11	2	9	33						
Texas.....	2	8	51	4	19	315	6	28	665	4	30	394
Arkansas.....				1	7	121	3	10	179	3	14	222
Oklahoma.....				1	6	24				1	6	50
North Central Division:												
Indiana.....	1	3	23									
Illinois.....	2	8	207	3	19	242				2	8	97
Wisconsin.....	6	24	397	1	5	33						
Minnesota.....	11	80	1,168	1	7	40						
Iowa.....	6	34	337	1	2	50						
Missouri.....	2	12	176	2	17	305	1	5	64	4	17	182
North Dakota.....	3	17	85							1	17	57
South Dakota.....	2	12	133	1	10	48						
Nebraska.....	3	21	266									
Kansas.....	1	9	102							1	10	19
Western Division:												
Montana.....										1	9	39
New Mexico.....										1	1	13
Utah.....				1	3	19				3	14	126
Idaho.....	1	9	82									
Washington.....	2	10	85	1	6	78						
Oregon.....	1	2	15									

TABLE 22.—*Denominational and nonsectarian schools included in the table of private high schools and academies, 1910-11—Continued.*

States.	Roman Catholic.			Other denominations.			Nonsectarian.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States.....	719	3,708	35,757	89	713	9,514	699	4,711	50,255
North Atlantic Division.....	207	1,167	12,108	20	193	2,000	337	2,702	25,100
South Atlantic Division.....	54	274	2,318	13	66	754	111	550	7,343
South Central Division.....	102	469	4,279	10	61	697	117	501	8,388
North Central Division.....	206	1,349	13,503	26	144	1,533	93	672	6,856
Western Division.....	90	449	3,549	20	249	4,530	41	286	2,568
North Atlantic Division:									
Maine.....	2	9	73	1	10	117	23	91	1,383
New Hampshire.....	6	31	219	1	5	87	14	95	1,492
Vermont.....	6	25	217	1	10	79	8	38	636
Massachusetts.....	22	116	1,324	4	40	460	62	569	5,061
Rhode Island.....	8	64	567				4	27	146
Connecticut.....	6	38	226				41	291	2,961
New York.....	101	541	5,715	3	19	138	96	840	6,246
New Jersey.....	16	88	773				37	294	2,630
Pennsylvania.....	40	255	2,964	10	109	1,119	52	457	4,546
South Atlantic Division:									
Delaware.....							1	8	35
Maryland.....	11	67	595				20	128	1,192
District of Columbia.....	6	44	355	1	4	48	10	54	515
Virginia.....	13	42	287	6	19	237	23	120	1,621
West Virginia.....	5	39	275	1	6	73	3	15	239
North Carolina.....	2	16	84	5	37	396	26	88	1,899
South Carolina.....	4	18	156				8	39	462
Georgia.....	7	29	390				16	76	1,215
Florida.....	6	19	172				4	22	165
South Central Division:									
Kentucky.....	22	104	918	3	14	136	23	78	1,044
Tennessee.....	4	16	250	1	6	56	48	217	4,302
Alabama.....	6	17	111	1	3	11	9	34	523
Mississippi.....	7	28	293	2	18	113	5	28	431
Louisiana.....	22	124	1,125				6	29	271
Texas.....	29	133	1,105	3	20	381	16	79	1,165
Arkansas.....	5	23	253				7	22	425
Oklahoma.....	7	24	224				3	14	227
North Central Division:									
Ohio.....	46	213	1,725	1	7	48	14	96	841
Indiana.....	15	95	837	1	7	25	6	64	611
Illinois.....	47	257	3,109	7	42	451	25	174	1,476
Michigan.....	27	125	1,538	4	26	343	5	64	971
Wisconsin.....	14	94	993	1	4	43	5	32	335
Minnesota.....	15	96	1,397				7	37	230
Iowa.....	53	188	1,739	3	15	149	7	46	786
Missouri.....	24	162	1,208	4	24	263	19	115	1,293
North Dakota.....	4	13	79	1	2	9			
South Dakota.....	2	12	81				2	10	110
Nebraska.....	9	41	356	1	5	34	1	24	126
Kansas.....	10	51	441	3	12	108	2	10	77
Western Division:									
Montana.....	9	48	394				1	3	18
Wyoming.....	1	5	36	1	4	77			
Colorado.....	6	35	204	1	7	146	1	2	11
New Mexico.....	5	15	187						
Arizona.....	2	11	54	3	17	242	1	4	15
Utah.....	2	13	91	9	175	3,343			
Idaho.....	2	10	157	3	27	514			
Washington.....	11	40	333	2	10	161	2	10	50
Oregon.....	14	66	592				3	30	418
California.....	38	206	1,501	1	9	47	33	237	2,056

TABLE 23.—*Private high schools and academies—Property, equipment, and permanent expenditure, 1910-11.*

States.	Libraries.		Grounds and buildings.		Scientific apparatus, etc.		Total money value of endowment.		Expenditures for sites, buildings, and improvements.	
	Schools reporting.	Volumes.	Schools reporting.	Value.	Schools reporting.	Value.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States.....	1,373	2,340,502	1,238	\$89,354,802	1,108	\$5,445,169	247	\$25,926,792	501	\$4,712,681
North Atlantic Division:										
Maine.....	454	1,082,308	394	42,748,127	378	3,191,261	135	19,662,700	140	1,612,594
North Atlantic Division:	202	259,977	220	10,649,866	169	593,362	18	2,172,513	93	1,141,236
South Atlantic Division:	256	276,640	256	9,832,975	199	396,472	26	968,269	108	553,119
South Central Division:	334	519,428	271	18,007,799	264	910,490	56	2,526,310	108	871,357
Western Division:	127	202,149	97	8,116,032	98	353,584	10	597,000	52	534,375
North Atlantic Division:										
Maine.....	30	40,537	28	1,050,553	30	103,177	21	1,042,831	11	58,603
New Hampshire.....	18	51,430	19	1,790,000	19	124,200	15	3,068,400	8	90,650
Vermont.....	15	19,980	13	720,550	14	53,417	12	765,067	5	9,280
Massachusetts.....	63	145,644	47	6,751,787	48	553,837	23	5,678,533	20	563,319
Rhode Island.....	10	27,590	5	543,000	5	25,000	1	25,000	3	86,080
Connecticut.....	32	91,043	31	3,553,000	27	238,950	10	1,587,000	11	102,500
New York.....	176	354,088	152	16,027,971	145	1,406,381	25	3,462,194	53	463,111
New Jersey.....	85	165,025	34	2,969,621	30	218,215	4	375,400	10	102,500
Pennsylvania.....	75	180,971	65	9,341,645	60	466,084	24	3,658,285	14	197,991
South Atlantic Division:										
Delaware.....	1	5,000	1	100,000						
Maryland.....	19	50,766	17	2,992,389	15	208,331	4	1,560,513	7	319,448
District of Columbia.....	13	49,110	10	1,109,296	10	103,822	2	200,000	5	268,300
Virginia.....	38	29,004	41	1,508,784	32	98,704	1	20,000	17	156,664
West Virginia.....	12	17,975	12	467,500	9	18,300	2	45,000	2	30,300
North Carolina.....	48	47,017	60	1,434,147	43	88,425	2	17,000	24	94,547
South Carolina.....	13	10,020	16	318,000	13	13,050			11	58,175
Georgia.....	44	38,035	50	1,748,750	37	47,430	7	330,000	19	118,965
Florida.....	14	13,050	13	971,000	10	20,300			8	94,837
South Central Division:										
Kentucky.....	45	69,437	42	1,462,000	27	37,600	6	184,700	14	59,320
Tennessee.....	69	50,757	71	2,175,249	58	102,896	7	172,500	29	180,060
Alabama.....	23	30,045	23	670,825	19	38,616	3	201,047	14	18,729
Mississippi.....	18	22,195	17	773,000	16	30,950	1	125,000	7	36,050
Louisiana.....	18	35,970	19	630,100	15	41,985	2	107,422	9	14,430
Texas.....	55	48,624	55	3,160,800	46	116,450	6	164,600	24	225,766
Arkansas.....	20	12,071	21	757,500	13	19,050	1	13,000	8	13,250
Oklahoma.....	8	7,541	8	183,484	5	8,925			3	5,514
North Central Division:										
Ohio.....	34	66,564	18	1,236,600	18	25,700	3	245,000	6	13,186
Indiana.....	19	33,298	16	1,343,000	15	87,875	4	85,500	8	155,100
Illinois.....	57	82,631	50	3,173,199	46	164,318	14	537,200	23	214,175
Michigan.....	25	40,878	16	959,522	20	152,927	1	5,000	9	27,804
Wisconsin.....	29	62,283	26	2,627,175	29	80,355	4	391,446	9	54,912
Minnesota.....	30	39,992	28	2,472,700	29	120,000	5	465,700	11	125,477
Iowa.....	45	55,372	33	1,617,480	34	83,900	7	506,341	12	157,627
Missouri.....	44	70,955	41	2,566,680	32	94,475	8	122,500	13	32,901
North Dakota.....	9	7,910	8	304,100	8	17,000			4	3,400
South Dakota.....	9	9,115	7	311,000	7	9,065			3	44,050
Nebraska.....	14	24,165	14	824,900	13	40,450	6	66,623	9	40,725
Kansas.....	19	26,395	14	571,443	13	24,825	4	101,000	1	2,000
Western Division:										
Montana.....	5	3,650	6	585,500	5	45,170	2	51,000	1	3,000
Wyoming.....	2	775			2	50				
Colorado.....	9	17,698	6	843,000	8	30,100			6	70,100
New Mexico.....	7	12,788	5	219,515	3	21,720			17	17,643
Arizona.....	5	4,291	2	50,000	4	8,700	1	3,500	2	11,300
Utah.....	17	33,963	13	1,284,740	13	83,075			4	85,000
Idaho.....	6	4,597	6	300,000	6	19,900	2	2,500	4	34,150
Washington.....	15	28,242	12	1,136,227	14	30,262	2	108,000	8	45,700
Oregon.....	13	22,605	14	1,798,000	11	79,300	2	142,000	9	162,618
California.....	48	73,540	33	1,889,050	32	26,307	1	250,000	14	104,864

TABLE 24.—Private high schools and academies—Income from all sources, 1910-11.

States.	From public appropriations.		From tuition and other educational fees.		From productive funds.		From all other sources and unclassified.		Total income from all sources.		Benefactions received during the year.	
	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States....	109	\$134,533	928	\$5,976,535	229	\$1,038,158	409	\$1,951,645	977	\$9,100,871	106	\$915,821
N. Atlantic Div....	56	64,525	296	2,945,685	131	\$13,539	135	600,325	317	4,484,074	49	550,063
S. Atlantic Div....	28	35,809	179	703,560	17	73,722	81	259,768	176	1,072,019	13	25,400
S. Central Div....	24	33,389	203	740,735	25	42,379	97	236,249	209	1,052,752	15	135,815
N. Central Div....	1	750	183	1,179,413	48	92,541	109	448,562	195	1,721,266	22	180,363
Western Division....			76	407,142	8	15,977	47	346,741	80	769,860	7	24,190
N. Atlantic Div.:												
Maine.....	22	24,770	24	51,156	21	37,040	11	19,275	27	132,241	4	7,466
New Hampshire....	3	1,980	13	114,650	15	99,484	8	79,532	16	286,646	5	40,700
Vermont.....	2	1,400	14	48,914	12	35,123	5	7,054	14	92,493	5	91,005
Massachusetts.....			40	543,705	22	252,516	19	175,383	46	941,894	10	227,874
Rhode Island.....			2	13,650	1	700			2	14,350		
Connecticut.....	3	9,175	22	161,967	9	76,578	8	12,624	22	260,374	2	15,000
New York.....	24	12,200	98	1,085,026	24	161,065	55	272,747	104	1,531,938	15	65,568
New Jersey.....	1	2,500	24	313,517	4	20,895	8	36,850	25	373,762	1	6,000
Pennsylvania.....	1	12,500	59	612,080	23	160,136	21	65,060	61	850,376	7	96,650
S. Atlantic Div.:												
Maryland.....	3	8,300	14	134,341	4	46,575	4	12,567	14	201,783		
Dist. of Columbia....			11	108,937	2	8,000	2	6,837	12	125,774		
Virginia.....	1	430	30	124,195	1	1,000	16	85,155	32	210,790	1	1,600
West Virginia.....			8	23,700	1	1,460	3	4,746	8	29,915	1	300
North Carolina.....	8	3,723	44	108,975	2	1,050	21	38,409	45	152,157	3	3,990
South Carolina.....	3	3,275	13	33,852			9	12,227	13	49,354	1	290
Georgia.....	12	18,391	42	137,842	7	15,628	19	68,464	43	249,325	3	16,500
Florida.....	1	1,750	8	31,718			7	31,363	9	64,831	4	9,600
S. Central Div.:												
Kentucky.....	2	1,490	37	103,848	6	9,829	12	34,806	37	150,063	3	4,500
Tennessee.....	15	26,199	58	290,023	7	8,130	26	62,453	62	356,805	2	1,300
Alabama.....			20	32,010	3	7,752	15	63,245	29	103,097	1	115
Mississippi.....	2	2,900	13	45,143	1	4,000	4	2,800	13	54,843	1	100,000
Louisiana.....	1	1,000	13	61,599	2	5,928	7	16,645	14	85,172	1	425
Texas.....			36	177,188	5	5,960	20	48,014	37	231,162	6	27,075
Arkansas.....	1	1,800	19	37,111	1	780	8	5,945	19	45,636	1	2,400
Oklahoma.....			7	23,813			5	2,251	7	26,064		
N. Central Div.:												
Ohio.....			11	103,985	3	13,300	5	16,450	12	133,735	2	70,400
Indiana.....	1	750	13	95,508	4	4,230	5	11,850	13	112,338	2	4,000
Illinois.....			33	223,237	12	15,202	15	122,228	35	360,667	3	14,105
Michigan.....			11	177,232	1	300	9	52,179	12	229,711	2	1,000
Wisconsin.....			18	77,976	4	14,101	14	92,867	18	184,944	2	56,758
Minnesota.....			24	225,075	3	21,870	13	40,775	25	287,729	2	1,500
Iowa.....			20	51,077	6	10,485	16	28,224	23	89,786	3	6,100
Missouri.....			25	158,039	7	4,545	12	35,034	28	197,699	3	20,000
North Dakota.....			5	9,565			4	8,027	5	17,592		
South Dakota.....			5	18,301			3	9,100	5	27,401	1	2,000
Nebraska.....			9	24,937	4	808	6	18,263	9	44,008	2	1,200
Kansas.....			9	14,490	4	7,700	7	13,565	10	35,755		
Western Division:												
Montana.....			1	2,550	1	2,000			2	4,550		
Wyoming.....			2	1,300					2	1,300	1	3,500
Colorado.....			6	16,670			5	37,414	6	54,084		
New Mexico.....			3	7,900			4	27,500	5	35,400		
Arizona.....			4	5,200	1	400	4	14,850	4	20,450		
Utah.....			13	48,266			11	205,005	13	253,871	2	14,500
Idaho.....			6	21,530	1	500	4	21,600	6	43,630		
Washington.....			9	36,362	2	905	8	24,063	9	61,330	1	250
Oregon.....			9	75,612	2	10,922	2	2,005	10	88,539	2	5,800
California.....			23	191,752	1	1,250	9	13,704	23	206,706	1	635

TABLE 25.—Average number of teachers, students, and graduates to the public high school, and like averages for the private high school and academy, 1910-11.

States.	Public high school.					Private high school.				
	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.
United States.....	4.4	96.2	21.8	16.3	11.7	6.1	66.0	10.8	43.1	8.3
North Atlantic Division.....	6.0	142.0	23.7	9.9	16.9	7.5	72.1	9.6	31.0	11.5
South Atlantic Division.....	3.0	59.7	20.0	25.1	6.3	5.1	65.9	12.8	60.9	6.1
South Central Division.....	3.3	66.2	21.2	16.2	6.3	4.6	62.2	13.6	62.2	5.8
North Central Division.....	4.1	86.1	21.1	18.2	11.9	5.8	60.0	10.4	34.5	7.5
Western Division.....	6.2	130.7	21.1	9.5	13.8	6.4	68.1	10.6	35.4	8.0
North Atlantic Division:										
Maine.....	3.2	63.3	20.0	1.4	9.6	5.1	78.7	15.4	7.5	13.1
New Hampshire.....	4.5	93.0	20.7	7.0	14.4	7.6	94.9	12.5	10.4	15.0
Vermont.....	3.5	70.4	19.9	5.2	10.7	5.8	74.4	12.7	4.2	12.1
Massachusetts.....	10.5	261.5	24.8	5.2	35.9	8.3	78.5	9.4	23.2	14.9
Rhode Island.....	12.0	285.0	24.4	11.6	27.4	9.0	71.9	8.0	26.7	8.5
Connecticut.....	9.6	217.5	22.7	4.9	30.0	7.5	67.8	9.1	18.9	11.4
New York.....	7.7	193.9	25.2	17.7	16.1	7.0	59.4	8.4	34.1	7.9
New Jersey.....	7.2	160.9	22.3	3.0	17.4	7.5	67.1	9.0	40.8	10.6
Pennsylvania.....	3.7	84.3	22.5	9.5	13.1	8.5	87.9	10.3	47.1	15.0
South Atlantic Division:										
Delaware.....	4.4	98.2	22.2	5.0	10.2	8.5	64.0	7.5	20.0	11.5
Maryland.....	5.8	108.5	18.7	26.3	14.4	6.4	59.2	9.2	41.6	6.9
District of Columbia.....	40.7	901.8	22.1	.....	101.1	7.0	54.7	7.8	27.0	5.0
Virginia.....	2.6	49.0	19.0	32.9	4.2	5.3	65.7	12.5	38.0	5.7
West Virginia.....	3.5	68.3	19.7	6.3	7.0	6.0	66.8	11.1	51.6	6.8
North Carolina.....	2.3	51.7	22.8	25.4	3.9	4.5	71.0	15.9	71.9	5.3
South Carolina.....	2.4	46.0	19.2	20.4	6.1	4.5	63.1	14.2	28.4	6.2
Georgia.....	2.5	51.3	20.2	24.2	6.2	4.5	76.1	17.0	105.3	7.3
Florida.....	2.3	37.9	16.6	33.1	3.6	4.7	41.4	8.8	86.9	3.9
South Central Division:										
Kentucky.....	3.2	64.0	20.0	17.4	6.6	3.9	46.5	11.9	60.0	4.7
Tennessee.....	3.1	72.6	23.3	15.4	5.4	4.8	62.0	16.9	48.0	7.9
Alabama.....	3.2	69.6	22.0	25.9	4.8	3.7	62.5	14.1	137.5	5.9
Mississippi.....	2.9	56.7	19.7	21.7	5.8	4.9	62.8	12.9	81.4	6.8
Louisiana.....	3.6	59.0	17.0	18.2	6.6	5.2	45.5	8.7	63.3	5.4
Texas.....	3.2	73.5	22.7	13.8	7.0	5.3	69.6	13.3	44.8	5.0
Arkansas.....	3.0	72.0	23.8	13.9	6.3	3.7	62.9	17.2	58.4	3.6
Oklahoma.....	4.0	74.7	18.9	9.0	6.4	4.4	40.6	9.3	51.7	5.9
North Central Division:										
Ohio.....	3.8	84.2	21.6	17.3	12.3	5.2	43.4	8.4	34.5	5.8
Indiana.....	3.6	75.8	20.9	18.4	11.4	7.2	70.0	9.8	13.7	9.7
Illinois.....	4.6	102.3	22.3	17.0	12.6	5.9	64.4	10.9	39.8	8.3
Michigan.....	5.1	113.7	22.2	12.5	15.1	6.0	79.2	13.3	38.6	8.9
Wisconsin.....	5.5	116.5	21.0	3.7	16.5	6.5	71.5	11.0	25.7	9.7
Minnesota.....	6.9	139.9	20.2	3.7	18.4	7.0	85.0	12.2	44.0	10.5
Iowa.....	3.4	67.8	19.8	19.7	10.0	4.0	44.0	10.9	34.1	6.2
Missouri.....	4.0	90.4	22.7	23.0	11.6	6.3	65.1	10.3	36.8	6.3
North Dakota.....	3.2	46.5	14.5	27.9	5.8	5.3	24.7	4.7	67.3	1.7
South Dakota.....	3.0	49.8	16.4	24.3	7.1	7.0	58.1	8.3	35.4	7.0
Nebraska.....	2.9	55.4	19.4	31.5	9.0	6.9	57.1	8.3	36.8	8.4
Kansas.....	3.6	76.0	21.1	21.7	9.5	5.0	45.1	9.0	9.8	4.1
Western Division:										
Montana.....	4.8	70.0	14.5	19.5	7.5	5.5	41.0	7.5	20.5	4.2
Wyoming.....	3.6	66.1	18.2	8.8	6.4	4.5	56.5	12.6	45.5	2.0
Colorado.....	5.8	135.7	23.3	10.0	15.3	5.4	45.8	8.5	31.2	5.7
New Mexico.....	3.3	58.9	17.9	23.1	5.1	2.9	33.4	11.7	46.9	3.6
Arizona.....	5.6	100.7	17.9	.....	12.2	5.3	51.8	9.7	18.7	4.7
Utah.....	6.7	134.0	20.1	.....	12.7	12.4	207.2	16.7	64.4	22.1
Nevada.....	3.9	54.6	14.2	14.9	5.9	.....	.....	.....	.....	.....
Idaho.....	4.5	75.8	16.9	.....	7.5	7.4	116.1	15.6	39.7	6.4
Washington.....	6.0	124.9	20.9	11.1	12.9	4.5	43.3	9.6	36.4	5.2
Oregon.....	4.1	85.9	21.0	23.4	8.6	5.8	60.0	10.3	42.2	8.0
California.....	9.6	215.5	22.5	.....	23.4	6.4	50.7	8.0	28.7	7.2

TABLE 26.—Public and private high schools for boys only, for girls only, and for both sexes, 1910-11.

States.	Public.						Private.							
	For boys only.		For girls only.		Coeducational.		For boys only.		For girls only.		Coeducational.			
	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.
United States.....	35	33,371	27	30,548	10,172	399,682	521,076	388	30,268	602	34,135	989	31,030	35,216
N. Atlantic Division:														
Maine.....					169	4,685	6,016	1	22	3	138	29	1,229	1,209
New Hampshire.....	1	90			61	2,568	3,109	8	992	4	166	15	771	633
Vermont.....					68	2,047	2,738	1	82	4	121	14	621	589
Massachusetts.....	5	5,204	2	2,255	217	21,987	29,140	28	2,529	42	2,921	25	1,084	928
Rhode Island.....					22	3,094	3,397	4	439	6	200	5	141	298
Connecticut.....					63	6,139	7,567	22	1,407	17	1,011	14	500	674
New York.....	6	14,742	3	14,456	593	36,317	51,191	63	3,406	76	5,907	90	1,875	3,232
New Jersey.....					133	11,098	13,525	21	2,054	12	577	29	523	1,005
Pennsylvania.....	7	6,077	4	5,901	816	25,134	32,579	29	3,978	36	2,609	58	2,089	2,674
S. Atlantic Division:														
Delaware.....					19	806	1,060			1	35	1	54	39
Maryland.....	4	1,899	4	2,217	69	1,594	2,043	13	926	13	734	8	214	138
District of Columbia.....					6	2,313	3,068	5	441	10	474	6	85	149
Virginia.....	1	32	1	20	251	4,989	7,345	19	1,433	24	1,389	20	643	675
West Virginia.....					72	2,112	2,804	3	133	4	206	9	319	410
North Carolina.....					228	5,216	6,582	9	699	9	828	50	1,771	1,623
South Carolina.....					142	2,664	3,535	3	86	5	203	14	495	604
Georgia.....	3	720	4	1,410	225	4,146	5,614	10	757	8	562	40	1,340	1,722
Florida.....					77	1,144	1,776	2	77	5	189	10	142	295
S. Central Division:														
Kentucky.....	2	1,104	1	689	153	3,290	4,898	6	544	21	733	41	849	1,035
Tennessee.....					143	4,301	6,086	9	794	12	1,144	62	2,031	1,941
Alabama.....	1	100	3	1,143	138	3,856	4,796	3	183	8	362	21	479	656
Mississippi.....	1	28	1	35	135	3,338	4,362	7	665	6	357	13	227	353
Louisiana.....	1	542	2	1,227	106	1,968	2,697	8	697	12	393	12	116	249
Texas.....					477	14,727	20,329	12	685	22	1,033	43	1,039	1,712
Arkansas.....					107	3,280	4,420	2	160	3	123	22	754	663
Oklahoma.....					135	4,338	5,747	1	50	5	167	10	177	255
N. Central Division:														
Ohio.....					789	30,459	36,002	5	277	19	998	39	529	930
Indiana.....					579	20,293	23,624	5	711	14	550	10	318	451
Illinois.....	2	2,723			628	25,813	35,897	19	1,533	38	2,462	32	696	1,037
Michigan.....					379	19,019	24,081	2	170	11	639	23	914	1,129
Wisconsin.....					281	14,962	17,768	7	635	13	875	14	480	440
Minnesota.....					195	11,509	15,764	8	868	13	1,035	17	713	616
Iowa.....					582	16,665	22,808	3	174	20	773	52	1,018	1,335
Missouri.....					389	14,911	20,259	15	949	15	1,395	39	738	911
North Dakota.....					114	2,145	3,157			1	55	9	78	114
South Dakota.....					128	2,451	3,800	1	63	2	82	7	253	183
Nebraska.....					339	7,854	10,913	2	206	7	323	11	263	349
Kansas.....					363	11,498	16,096	1	65	7	287	14	324	316
Western Division:														
Montana.....					44	1,291	1,788	2	52	5	170	4	75	154
Wyoming.....					19	509	746			1	36	1	45	32
Colorado.....					103	6,061	7,911	2	138	6	263	2	78	79
New Mexico.....	1	110			24	579	783	2	113	3	77	2	22	22
Arizona.....					13	574	735	1	15	1	15	4	85	196
Utah.....					31	1,929	2,224	1	40	2	121	15	1,812	1,757
Nevada.....					14	315	450							
Idaho.....					54	1,813	2,280			2	105	5	433	277
Washington.....					161	9,220	10,889	4	155	7	331	10	195	229
Oregon.....					115	4,295	5,582	3	214	7	467	9	177	289
California.....			1	816	183	18,366	20,468	16	811	40	1,906	18	425	609

TABLE 27.—*Public and private high schools combined—Number of schools, secondary instructors, secondary students, and elementary pupils, 1910-11.*

States.	Number of schools.	Secondary instructors.			Secondary students.			Colored secondary students, included in preceding column.			Elementary pupils, including all below secondary grades.
		Men.	Women.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
United States.....	12,213	25,138	32,102	57,240	494,351	620,975	1,115,326	7,254	12,585	19,839	250,608
North Atlantic Division.....	2,846	7,487	10,565	18,052	162,924	195,416	358,340	805	1,158	1,963	42,016
South Atlantic Division.....	1,498	2,244	2,567	4,811	37,160	48,788	85,948	2,378	4,126	6,504	46,115
South Central Division.....	1,767	3,127	3,107	6,234	52,143	67,602	119,745	2,292	4,275	6,567	45,303
North Central Division.....	5,254	9,726	12,521	22,247	192,277	247,364	439,641	1,626	2,831	4,457	103,611
Western Division.....	938	2,514	3,342	5,856	49,847	61,805	111,652	153	195	348	13,558
North Atlantic Division:											
Maine.....	202	274	430	704	5,936	7,393	13,299	2	12	14	487
New Hampshire.....	89	217	266	483	4,421	3,905	8,329	4	3	7	713
Vermont.....	87	126	226	352	2,750	3,448	6,198	1	1	2	434
Massachusetts.....	319	1,176	1,976	3,152	30,804	35,244	66,048	161	220	381	3,366
Rhode Island.....	37	163	218	401	3,674	3,895	7,569	43	54	97	657
Connecticut.....	116	366	633	999	8,046	9,252	17,298	44	53	97	1,309
New York.....	831	2,368	3,940	6,248	56,340	73,976	130,316	161	261	422	18,458
New Jersey.....	215	609	898	1,507	13,675	15,107	28,782	129	197	326	2,985
Pennsylvania.....	950	2,188	1,958	4,146	37,278	43,223	80,501	260	357	617	13,607
South Atlantic Division:											
Delaware.....	21	33	68	101	800	1,134	1,994	25	51	76	135
Maryland.....	111	323	341	664	4,633	5,732	10,365	201	453	654	3,439
Dist. Columbia.....	27	130	261	391	2,839	3,721	6,560	235	559	794	568
Virginia.....	316	427	657	984	7,097	9,429	16,526	428	1,111	1,539	10,728
West Virginia.....	88	172	174	346	2,564	3,420	5,984	33	78	111	1,278
North Carolina.....	296	396	425	821	7,596	9,033	16,629	251	555	806	10,678
South Carolina.....	165	219	221	440	3,245	4,721	7,966	371	648	1,019	3,539
Georgia.....	290	459	339	819	6,963	9,338	16,301	721	418	1,139	11,728
Florida.....	94	125	131	256	1,363	2,260	3,623	113	253	366	4,023
South Central Division:											
Kentucky.....	224	350	414	764	5,787	7,355	13,142	256	595	851	6,798
Tennessee.....	226	440	407	847	8,026	9,171	17,197	318	588	906	6,179
Alabama.....	174	248	321	569	4,618	6,957	11,575	265	608	873	8,072
Mississippi.....	163	241	280	521	4,288	5,107	9,395	202	325	527	5,083
Louisiana.....	141	249	314	563	3,323	4,566	7,889	49	86	135	4,011
Texas.....	554	1,050	893	1,943	17,342	23,071	40,413	782	1,472	2,254	10,049
Arkansas.....	134	243	180	423	4,194	5,206	9,400	224	354	578	3,065
Oklahoma.....	151	306	298	604	4,565	6,169	10,734	196	247	443	2,046
North Central Division:											
Ohio.....	852	1,763	1,589	3,352	31,265	37,930	69,195	308	529	837	15,842
Indiana.....	608	1,254	1,060	2,314	21,322	24,625	45,947	260	419	679	11,050
Illinois.....	719	1,505	1,912	3,417	30,765	39,396	70,161	236	370	606	14,255
Michigan.....	415	799	1,354	2,153	20,103	25,849	45,952	55	89	144	6,115
Wisconsin.....	315	663	1,117	1,780	16,077	19,063	35,100	11	11	22	1,912
Minnesota.....	233	598	1,020	1,618	13,090	17,415	30,505	34	32	66	2,393
Iowa.....	657	795	1,498	2,293	17,857	24,916	42,773	36	65	101	14,025
Missouri.....	449	910	1,015	1,925	16,598	22,475	39,073	412	792	1,204	11,166
North Dakota.....	124	183	235	418	2,223	3,326	5,549	1	2	3	3,856
South Dakota.....	138	201	250	451	2,767	4,065	6,832	3	7	10	3,460
Nebraska.....	359	432	675	1,107	8,323	11,585	19,908	13	33	46	11,412
Kansas.....	335	623	796	1,419	11,887	16,699	28,586	257	482	739	8,107
Western Division:											
Montana.....	55	104	168	272	1,418	2,112	3,530	2	3	5	1,085
Wyoming.....	21	33	45	78	554	814	1,368	2	5	7	258
Colorado.....	113	271	381	652	6,177	8,253	14,430	41	42	83	1,355
New Mexico.....	32	53	49	102	824	882	1,706	1	4	5	905
Arizona.....	19	44	61	105	674	946	1,620	.....	.....	.....	112
Utah.....	49	253	178	431	3,781	4,102	7,883	3	9	12	1,160
Nevada.....	14	22	32	54	315	450	765	.....	.....	.....	200
Idaho.....	61	153	141	294	2,246	2,060	4,906	.....	1	1	310
Washington.....	182	489	568	1,057	9,570	11,449	21,019	19	18	37	2,559
Oregon.....	134	250	331	581	4,686	6,338	11,024	13	4	17	3,491
California.....	258	842	1,388	2,230	19,602	23,799	43,401	72	109	181	2,124

TABLE 28.—*Public and private high schools combined—Number of secondary, or high-school, students in leading courses of study, in 1910-11.*

States.	In academic courses.			In commercial courses.			In technical or manual training courses.					
	Schools reporting.	Boys.	Girls.	Total.	Schools reporting.	Boys.	Girls.	Total.	Schools reporting.			
United States.....	12,060	392,699	510,821	903,520	2,360	58,699	64,182	122,881	789	53,905	16,107	70,012
North Atlantic Division:	2,830	125,190	151,794	276,984	777	24,530	31,205	55,735	122	18,141	6,262	24,403
South Atlantic Division:	1,401	33,094	43,932	77,026	193	2,520	2,976	5,496	94	4,887	2,126	7,013
South Central Division:	1,745	46,360	61,451	107,811	223	2,509	2,300	4,809	89	3,380	1,281	4,661
North Central Division:	5,186	150,889	205,357	356,246	836	18,707	20,093	38,800	366	21,009	4,125	25,135
Western Division:	928	37,186	48,287	85,473	337	6,433	7,608	14,041	118	6,497	2,313	8,810
North Atlantic Division:												
Maine.....	202	5,032	6,035	11,067	51	822	1,104	2,016	8	198	34	227
New Hampshire.....	89	3,560	2,988	6,548	30	679	756	1,435	5	144	3	147
Vermont.....	87	2,143	2,777	4,920	41	536	611	1,147	2	64	8	72
Massachusetts.....	312	18,305	22,163	40,468	158	7,642	11,013	18,655	38	4,698	267	4,965
Rhode Island.....	37	2,905	2,833	5,738	20	741	1,087	1,828	2	778	.....	778
Connecticut.....	116	6,062	6,496	12,558	49	1,126	2,101	3,227	4	871	382	1,253
New York.....	826	45,410	63,475	108,885	159	9,581	6,797	16,378	26	6,518	5,361	11,879
New Jersey.....	214	9,921	12,100	22,021	110	2,873	3,028	5,901	10	879	15	895
Pennsylvania.....	947	31,852	32,927	64,779	159	4,530	4,618	9,148	27	3,906	191	4,187
South Atlantic Division:												
Delaware.....	21	842	1,105	1,947	2	12	22	34	2	378	13	391
Maryland.....	108	4,064	4,800	8,864	51	527	863	1,390	29	2,210	796	3,006
Dist. Columbia.....	25	1,487	2,620	4,113	4	525	843	1,368	2	828	255	1,083
Virginia.....	316	6,517	8,278	14,795	35	373	409	782	14	345	257	602
West Virginia.....	88	2,280	3,122	5,402	16	244	299	453	2	16	6	22
North Carolina.....	297	7,381	8,553	15,934	20	184	74	258	11	319	398	717
South Carolina.....	165	3,022	4,530	7,552	13	67	75	142	12	165	138	303
Georgia.....	287	6,203	8,728	14,931	38	535	426	965	19	601	160	761
Florida.....	94	1,298	2,190	3,488	14	49	55	104	3	25	103	128
South Central Division:												
Kentucky.....	223	5,458	6,620	12,078	29	304	480	793	8	825	43	868
Tennessee.....	226	7,128	8,002	15,130	36	384	235	619	8	228	40	268
Alabama.....	169	4,082	6,448	10,530	25	103	141	244	6	68	266	334
Mississippi.....	158	3,745	4,682	8,427	23	260	107	367	3	91	.....	91
Louisiana.....	140	2,334	4,086	6,420	23	376	416	792	6	140	34	174
Texas.....	551	16,034	21,408	37,442	52	631	476	1,107	42	1,326	723	2,049
Arkansas.....	128	3,621	4,686	8,307	13	101	57	158	6	366	45	411
Oklahoma.....	150	3,958	5,519	9,477	22	350	379	729	10	336	130	466
North Central Division:												
Ohio.....	845	26,454	33,962	60,416	132	2,055	2,949	5,004	27	2,462	723	3,185
Indiana.....	603	18,216	21,641	39,857	59	1,078	1,212	2,290	26	1,820	838	2,664
Illinois.....	699	20,601	29,847	50,448	112	2,797	3,826	6,623	49	4,568	72	4,640
Michigan.....	408	15,893	21,075	36,968	92	2,872	3,200	6,072	27	1,764	225	1,989
Wisconsin.....	312	11,904	15,318	27,222	90	2,099	2,299	4,398	37	1,912	126	2,038
Minnesota.....	230	8,834	14,150	22,984	65	1,935	1,635	3,570	78	3,506	303	3,809
Iowa.....	647	14,711	21,537	36,248	77	1,541	1,287	2,868	34	911	288	1,199
Missouri.....	444	13,269	17,944	31,213	55	1,711	1,604	3,315	27	1,039	960	2,005
North Dakota.....	123	1,821	2,846	4,667	30	227	261	488	20	365	213	578
South Dakota.....	137	2,438	3,708	6,146	18	187	145	332	4	48	.....	48
Nebraska.....	355	7,012	10,015	17,027	23	411	442	853	10	696	10	706
Kansas.....	383	9,686	13,314	23,000	83	1,154	1,233	2,387	27	1,003	361	1,364
Western Division:												
Montana.....	55	1,142	1,672	2,814	24	194	346	540	6	126	8	134
Wyoming.....	21	429	659	1,088	9	130	153	283	1	7	.....	7
Colorado.....	113	5,370	7,573	12,943	29	628	662	1,290	12	1,371	974	2,345
New Mexico.....	32	726	857	1,583	7	90	19	109	.....	.....	.....	.....
Arizona.....	18	541	713	1,254	9	111	170	281	4	105	51	156
Utah.....	49	2,734	3,123	5,857	13	509	347	856	8	296	40	346
Nevada.....	14	280	411	691	4	29	45	74	1	26	.....	26
Idaho.....	61	1,615	2,151	3,766	19	305	252	557	5	235	88	323
Washington.....	180	6,240	7,607	13,847	37	991	1,308	2,299	24	1,567	546	2,113
Oregon.....	133	4,017	5,315	9,332	37	467	500	1,057	9	281	188	469
California.....	252	14,092	18,206	32,298	149	2,979	3,726	6,705	44	2,483	418	2,901

TABLE 29.—Public and private high schools combined—Number of secondary, or high-school, students in leading courses of study in 1910-11.

States.	In training courses for teachers.				In agricultural courses.				In domestic economy.			
	Schools re- porting.	Boys.	Girls.	Total.	Schools re- porting.	Boys.	Girls.	Total.	Schools re- porting.	Boys.	Girls.	Total.
United States.....	970	3,704	16,222	19,926	1,065	12,827	9,403	22,230	777	547	37,357	37,904
North Atlantic Division.....	148	548	5,769	6,317	87	755	458	1,213	88	.....	5,171	5,171
South Atlantic Division.....	99	337	1,088	1,425	151	2,151	1,498	3,649	106	213	5,571	5,784
South Central Division.....	180	1,137	1,887	3,024	267	4,109	3,541	7,650	129	239	5,590	5,829
North Central Division.....	482	1,485	6,635	8,120	491	4,820	3,722	8,542	331	71	15,559	15,630
Western Division.....	61	197	843	1,040	69	992	184	1,176	123	24	5,466	5,490
North Atlantic Division:												
Maine.....	11	18	178	196	2	19	7	26	3	.....	93	93
New Hampshire.....	1	1	5	6	3	32	.....	32	8	.....	190	190
Vermont.....	3	.....	26	26	10	80	65	145	2	.....	133	133
Massachusetts.....	17	49	1,083	1,132	12	89	85	174	20	.....	975	975
Rhode Island.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	321	321
Connecticut.....	3	19	174	193	2	8	4	12	6	.....	131	131
New York.....	68	337	1,267	1,398	22	234	70	304	19	.....	1,776	1,776
New Jersey.....	3	.....	12	12	1	.....	16	16	5	.....	94	94
Pennsylvania.....	42	330	3,024	3,354	35	293	211	504	23	.....	1,458	1,458
South Atlantic Division:												
Delaware.....	3	6	11	17	.....	.....	.....	.....	1	.....	321	321
Maryland.....	6	.....	48	48	9	141	33	174	27	27	1,761	1,788
District of Columbia.....	1	.....	8	8	.....	.....	.....	.....	1	.....	26	26
Virginia.....	26	47	362	409	43	478	265	743	19	7	862	869
West Virginia.....	6	38	69	107	6	56	34	90	4	.....	307	307
North Carolina.....	20	76	201	277	14	242	128	370	13	49	828	877
South Carolina.....	7	79	144	223	13	199	130	329	12	23	510	533
Georgia.....	18	46	147	193	49	888	636	1,524	24	100	803	903
Florida.....	12	45	98	143	17	147	272	419	5	7	153	160
South Central Division:												
Kentucky.....	22	185	263	448	4	22	12	34	11	12	753	765
Tennessee.....	37	279	552	831	40	556	225	781	20	5	631	636
Alabama.....	21	115	288	403	41	725	1,074	1,799	8	25	336	361
Mississippi.....	17	97	73	170	29	509	332	841	11	11	187	198
Louisiana.....	10	24	56	80	18	225	75	300	10	21	218	239
Texas.....	48	249	406	655	79	1,156	1,111	2,267	37	56	2,256	2,312
Arkansas.....	16	164	194	358	38	591	360	951	10	.....	564	564
Oklahoma.....	9	24	55	79	18	325	352	677	22	109	645	754
North Central Division:												
Ohio.....	49	159	288	447	101	772	607	1,379	22	.....	1,240	1,240
Indiana.....	1	2	3	5	39	356	125	481	15	4	831	835
Illinois.....	42	113	727	840	29	327	254	581	51	24	2,176	2,200
Michigan.....	25	192	541	733	21	329	171	500	34	.....	2,276	2,276
Wisconsin.....	27	61	185	246	33	562	302	864	42	.....	2,080	2,080
Minnesota.....	52	46	807	853	42	562	366	928	54	25	2,052	2,077
Iowa.....	49	130	434	564	34	406	215	621	19	17	592	609
Missouri.....	27	38	767	805	100	780	894	1,674	18	.....	1,756	1,756
North Dakota.....	16	9	127	136	10	71	68	139	22	1	561	562
South Dakota.....	8	11	86	97	5	11	7	18	3	.....	12	12
Nebraska.....	80	388	1,052	1,440	47	362	523	885	15	.....	444	444
Kansas.....	106	336	1,618	1,954	30	282	190	472	36	.....	1,539	1,539
Western Division:												
Montana.....	2	.....	10	10	3	37	1	38	5	.....	101	101
Wyoming.....	.....	.....	.....	.....	1	8	12	20	.....	.....	.....	.....
Colorado.....	4	3	23	26	6	70	45	115	10	4	514	518
New Mexico.....	3	1	6	7	.....	.....	.....	.....	1	.....	15	15
Arizona.....	.....	.....	.....	.....	1	5	7	12	4	.....	132	132
Utah.....	9	116	195	311	13	268	8	276	13	6	775	781
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	6	6
Idaho.....	5	17	21	38	10	163	22	185	13	5	444	449
Washington.....	5	18	116	134	8	100	6	106	27	6	1,702	1,708
Oregon.....	20	25	361	386	5	37	18	55	7	.....	270	270
California.....	13	17	111	128	22	304	65	369	42	3	1,507	1,510

TABLE 30.—*Public and private high schools combined—Number of secondary, or high-school, students in college preparatory courses in 1910-11.*

States.	In classical course.			In scientific courses.			Total number.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
United States.....	20,241	22,685	42,926	27,758	7,672	35,370	47,999	30,297	78,296
North Atlantic Division.....	10,665	9,752	20,417	15,013	2,112	17,125	25,678	11,864	37,542
South Atlantic Division.....	1,990	1,733	3,723	1,424	418	1,842	3,414	2,151	5,565
South Central Division.....	1,800	2,274	4,074	1,306	538	1,844	3,106	2,812	5,918
North Central Division.....	4,346	6,412	10,758	6,701	3,138	9,839	11,047	9,550	20,597
Western Division.....	1,440	2,514	3,954	3,314	1,406	4,720	4,754	3,920	8,674
North Atlantic Division:									
Maine.....	413	515	928	452	70	522	865	585	1,450
New Hampshire.....	571	287	858	528	60	588	1,099	347	1,446
Vermont.....	151	196	347	280	70	350	431	266	697
Massachusetts.....	2,507	2,915	5,422	2,848	239	3,087	5,355	3,154	8,509
Rhode Island.....	355	280	635	481	64	545	836	344	1,180
Connecticut.....	1,031	609	1,640	983	47	1,030	2,014	656	2,670
New York.....	2,961	3,142	6,103	5,612	1,106	6,717	8,573	4,247	12,820
New Jersey.....	1,108	556	1,664	1,287	118	1,406	2,395	674	3,069
Pennsylvania.....	1,568	1,252	2,820	2,542	339	2,881	4,110	1,591	5,701
South Atlantic Division:									
Delaware.....	21	20	41	16	3	19	37	23	60
Maryland.....	366	147	513	351	36	387	717	183	900
District of Columbia.....	103	218	321	240	112	352	343	330	673
Virginia.....	379	220	599	265	32	297	644	252	896
West Virginia.....	123	83	206	59	41	100	182	124	306
North Carolina.....	440	311	751	204	50	254	644	361	1,005
South Carolina.....	152	181	333	52	31	83	204	212	416
Georgia.....	375	511	886	217	96	313	592	607	1,199
Florida.....	31	42	73	20	17	37	51	59	110
South Central Division:									
Kentucky.....	166	535	701	146	57	203	312	592	904
Tennessee.....	437	303	740	330	109	439	767	412	1,179
Alabama.....	177	138	315	71	29	100	248	167	415
Mississippi.....	143	125	268	81	53	134	224	178	402
Louisiana.....	119	134	253	126	64	190	245	198	443
Texas.....	463	596	1,059	329	131	460	792	727	1,519
Arkansas.....	95	154	249	97	53	150	192	207	399
Oklahoma.....	200	289	489	126	42	168	326	331	657
North Central Division:									
Ohio.....	1,069	1,483	2,552	1,159	448	1,607	2,228	1,931	4,159
Indiana.....	418	491	909	611	107	718	1,029	598	1,627
Illinois.....	615	819	1,434	1,222	293	1,515	1,837	1,112	2,949
Michigan.....	359	406	767	494	250	744	853	658	1,511
Wisconsin.....	311	623	934	708	252	960	1,019	875	1,894
Minnesota.....	351	612	963	972	783	1,755	1,323	1,395	2,718
Iowa.....	227	603	830	423	213	636	720	816	1,536
Missouri.....	377	409	786	468	460	928	845	869	1,714
North Dakota.....	40	73	113	112	81	193	152	154	306
South Dakota.....	50	156	206	89	37	126	139	193	332
Nebraska.....	163	341	504	268	138	406	431	479	910
Kansas.....	296	394	690	175	76	251	471	470	941
Western Division:									
Montana.....	69	130	199	57	34	91	126	164	290
Idaho.....	1	21	22	8	2	10	9	23	32
Wyoming.....	45	77	122	35	29	64	80	106	186
Colorado.....	39	52	91	78	14	92	117	66	183
New Mexico.....	25	31	56	21	.....	21	46	31	77
Arizona.....	74	129	203	166	53	219	240	182	422
Utah.....	1	12	13	7	.....	7	8	12	20
Nevada.....	25	38	73	37	.....	46	72	47	119
Washington.....	374	332	706	835	210	1,045	1,208	592	1,801
Oregon.....	132	129	261	163	37	200	295	166	461
California.....	645	1,513	2,158	1,907	1,018	2,925	2,652	2,531	5,083

TABLE 31.—*Public and private high schools combined—Number of graduates and number of college preparatory students in graduating class of 1911.*

States.	Graduates in the class of 1911.			College preparatory students in graduating class of 1911.			Students in graduating class preparing for other higher institutions.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
United States.....	55,083	81,359	136,442	25,996	22,123	48,119	5,746	14,506	20,251
North Atlantic Division.....	18,669	25,848	44,517	8,930	4,747	13,677	2,082	6,534	8,616
South Atlantic Division.....	3,405	5,365	8,770	1,980	2,006	3,986	288	694	982
South Central Division.....	4,145	6,839	10,984	2,218	2,461	4,679	390	729	1,119
North Central Division.....	24,153	36,054	60,207	10,313	10,323	20,636	2,656	5,404	8,060
Western Division.....	4,711	7,253	11,964	2,555	2,586	5,141	330	1,144	1,474
North Atlantic Division:									
Maine.....	834	1,223	2,057	380	267	647	122	275	397
New Hampshire.....	675	622	1,297	420	115	535	53	161	214
Vermont.....	402	556	958	214	145	359	28	86	114
Massachusetts.....	3,930	5,538	9,468	1,725	950	2,675	330	1,232	1,562
Rhode Island.....	397	422	819	175	71	246	31	136	167
Connecticut.....	1,042	1,453	2,495	540	189	729	152	310	462
New York.....	4,388	7,114	11,502	2,425	1,578	4,003	510	2,250	2,760
New Jersey.....	1,475	1,850	3,325	765	301	1,066	141	637	768
Pennsylvania.....	5,616	7,070	12,686	2,286	1,131	3,417	715	1,457	2,172
South Atlantic Division:									
Delaware.....	90	127	217	36	14	50	28	48	76
Maryland.....	554	790	1,344	269	121	390	58	102	160
District of Columbia.....	271	441	712	92	79	171	16	144	160
Virginia.....	544	871	1,415	372	262	634	42	125	167
West Virginia.....	259	361	611	156	161	317	17	49	66
North Carolina.....	541	705	1,246	385	372	757	27	39	66
South Carolina.....	357	657	1,014	242	372	614	23	44	67
Georgia.....	668	1,197	1,865	356	631	987	67	104	171
Florida.....	130	216	346	82	94	176	10	39	49
South Central Division:									
Kentucky.....	483	800	1,343	233	241	474	30	95	125
Tennessee.....	663	770	1,433	324	242	566	36	44	80
Alabama.....	334	526	870	184	161	345	25	43	68
Mississippi.....	370	598	968	211	272	483	26	29	55
Louisiana.....	311	578	889	193	137	330	33	96	129
Texas.....	1,385	2,372	3,757	735	917	1,652	176	308	484
Arkansas.....	263	507	770	162	247	409	25	31	56
Oklahoma.....	336	618	954	176	244	420	36	83	119
North Central Division:									
Ohio.....	4,122	5,937	10,059	1,856	1,793	3,651	413	654	1,067
Indiana.....	3,071	3,813	6,884	1,207	1,158	2,365	474	711	1,185
Illinois.....	3,418	5,279	8,697	1,357	1,294	2,651	254	585	839
Michigan.....	2,423	3,606	6,028	976	988	1,964	288	651	939
Wisconsin.....	2,090	2,889	4,979	781	574	1,355	273	685	958
Minnesota.....	1,643	2,344	3,987	776	657	1,433	163	552	715
Iowa.....	2,331	3,956	6,287	1,004	1,260	2,264	243	436	679
Missouri.....	1,884	2,995	4,880	851	842	1,693	195	406	601
North Dakota.....	244	436	680	129	179	308	23	80	103
South Dakota.....	350	623	973	175	233	408	49	91	140
Nebraska.....	1,225	1,985	3,210	573	626	1,199	170	340	510
Kansas.....	1,342	2,191	3,533	626	719	1,345	111	213	324
Western Division:									
Montana.....	130	244	374	78	93	171	7	19	26
Wyoming.....	36	90	126	18	32	50	3	12	15
Colorado.....	607	1,031	1,638	341	398	739	58	115	173
New Mexico.....	60	92	152	38	45	83	2	21	23
Arizona.....	68	118	186	36	28	64	6	37	43
Utah.....	375	417	792	146	126	272	18	40	58
Nevada.....	28	54	82	19	36	55	.....	8	8
Idaho.....	187	265	452	109	132	241	6	38	44
Washington.....	858	1,329	2,187	570	558	1,128	45	150	195
Oregon.....	461	678	1,139	258	250	508	27	65	92
California.....	1,901	2,935	4,836	942	888	1,830	158	639	797

TABLE 32.—Public and private high schools combined—Percentages of college preparatory students, graduates, etc., in 1911.

States.	Total number of secondary students.	Per cent of total number.					Per cent of graduates prepared for college.
		Boys.	Girls.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1911.	
United States.....	1,115,326	44.32	55.68	3.85	3.17	12.23	35.27
North Atlantic Division.....	358,340	45.47	54.53	5.70	4.78	12.42	30.72
South Atlantic Division.....	85,948	43.24	56.76	4.33	2.14	10.20	45.45
South Central Division.....	119,745	43.54	56.46	3.40	1.54	9.17	42.60
North Central Division.....	439,641	43.74	56.26	2.45	2.24	13.69	34.28
Western Division.....	111,652	44.64	55.36	3.54	4.23	10.72	42.97
North Atlantic Division:							
Maine.....	13,299	44.63	55.37	6.98	3.93	15.47	31.45
New Hampshire.....	8,329	53.08	46.92	10.30	7.06	15.57	41.25
Vermont.....	6,198	44.37	55.63	5.60	5.65	15.46	37.47
Massachusetts.....	66,048	46.64	53.36	8.21	4.67	14.34	28.25
Rhode Island.....	7,569	48.54	51.46	8.39	7.20	9.63	33.74
Connecticut.....	17,298	46.51	53.49	9.48	5.95	14.42	29.22
New York.....	130,316	43.23	56.77	4.68	5.15	8.83	34.80
New Jersey.....	28,782	47.51	52.49	5.78	4.88	11.55	32.06
Pennsylvania.....	80,501	46.31	53.69	3.50	3.58	15.76	26.94
South Atlantic Division:							
Delaware.....	1,994	43.13	56.87	2.06	.95	10.88	23.04
Maryland.....	10,365	44.70	55.30	4.95	3.73	12.97	28.27
District of Columbia.....	6,560	43.28	56.72	4.89	5.37	10.85	24.02
Virginia.....	16,536	42.94	57.06	3.62	1.90	8.56	44.81
West Virginia.....	5,964	42.85	57.15	3.44	1.67	10.21	51.88
North Carolina.....	16,629	45.68	54.32	4.52	1.53	7.49	60.75
South Carolina.....	7,966	40.74	59.26	4.18	1.04	12.73	60.55
Georgia.....	16,301	42.72	57.28	5.44	1.92	11.44	47.56
Florida.....	3,623	37.62	62.38	2.01	1.02	9.55	50.87
South Central Division:							
Kentucky.....	13,142	44.03	55.97	5.33	1.54	10.22	35.29
Tennessee.....	17,197	46.67	53.33	4.20	2.56	8.33	39.50
Alabama.....	11,575	39.90	60.10	2.72	.86	7.52	39.66
Mississippi.....	9,395	45.64	54.36	2.85	1.43	10.30	49.90
Louisiana.....	7,889	42.12	57.88	3.21	2.41	11.27	37.12
Texas.....	46,413	42.91	57.09	2.62	1.14	9.30	43.97
Arkansas.....	9,400	44.62	55.38	2.65	1.60	8.19	53.12
Oklahoma.....	10,734	42.53	57.47	4.66	1.57	8.89	44.03
North Central Division:							
Ohio.....	69,195	45.18	54.82	3.69	2.32	14.54	36.30
Indiana.....	45,947	46.41	53.59	1.98	1.56	14.98	34.36
Illinois.....	70,161	43.85	56.15	2.04	2.16	12.40	30.48
Michigan.....	45,952	43.75	56.25	1.67	1.62	13.12	32.58
Wisconsin.....	35,160	45.73	54.27	2.66	2.73	14.16	27.21
Minnesota.....	30,505	42.91	57.09	3.16	5.75	13.07	35.94
Iowa.....	42,773	41.75	58.25	2.10	1.49	14.70	36.01
Missouri.....	39,073	42.48	57.52	2.01	2.38	12.49	34.69
North Dakota.....	5,549	40.06	59.94	2.04	3.48	12.25	45.29
South Dakota.....	6,832	40.50	59.50	3.02	1.84	14.39	41.51
Nebraska.....	19,908	41.81	58.19	2.53	2.04	16.12	37.35
Kansas.....	28,586	41.58	58.42	2.41	.88	12.36	38.07
Western Division:							
Montana.....	2,530	40.17	59.83	5.64	2.58	10.50	45.72
Wyoming.....	1,368	40.50	59.50	1.61	.73	9.21	39.08
Colorado.....	14,430	42.81	57.19	.85	.44	11.35	45.12
New Mexico.....	1,706	48.30	51.70	5.33	5.39	8.91	54.61
Arizona.....	1,620	41.60	58.40	3.46	1.30	11.48	34.41
Utah.....	7,883	47.96	52.04	2.58	2.78	10.05	34.34
Nevada.....	765	41.18	58.82	1.70	.92	10.72	67.07
Idaho.....	4,906	45.78	54.22	1.49	.94	9.21	53.32
Washington.....	21,019	45.53	54.47	3.60	4.97	10.40	51.58
Oregon.....	11,024	42.51	57.49	2.37	1.81	10.33	44.60
California.....	43,401	45.16	54.84	4.97	6.74	11.14	37.84

TABLE 33.—Public and private high schools combined—Enrollment of secondary students, by years.

States.	Schools reporting.	First year.		Second year.		Third year.		Fourth year.		Total.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
United States.....	12,075	214,353	248,834	129,834	165,905	87,208	115,483	58,855	84,982	490,250	615,204
N. Atlantic Div.....	2,799	71,310	78,767	42,003	50,990	28,459	35,500	20,259	28,064	162,031	193,321
S. Atlantic Div.....	1,375	16,516	20,001	10,168	13,765	6,221	8,756	3,031	4,833	35,936	47,355
S. Central Div.....	1,741	23,450	28,200	14,644	19,078	8,651	12,399	4,415	6,581	51,160	66,258
N. Central Div.....	5,233	79,874	95,501	50,252	65,735	35,556	48,020	25,793	37,486	191,475	246,748
Western Div.....	927	23,203	26,365	12,767	16,337	8,321	10,802	5,357	8,018	49,648	61,522
N. Atlantic Div.:											
Maine.....	202	2,216	2,513	1,583	1,996	1,202	1,519	935	1,335	5,936	7,363
New Hampshire.....	89	1,556	1,368	1,170	1,049	907	759	788	732	4,421	3,908
Vermont.....	87	1,022	1,269	738	902	530	720	460	557	2,750	3,448
Massachusetts.....	305	12,145	12,694	7,648	8,721	5,609	6,877	5,074	6,343	30,536	34,635
Rhode Island.....	36	1,618	1,477	910	1,055	680	714	466	591	3,674	3,837
Connecticut.....	112	3,139	3,388	2,110	2,205	1,515	1,910	1,201	1,608	7,965	9,111
New York.....	816	27,680	32,696	14,037	19,023	8,716	12,020	5,749	9,504	56,182	73,243
New Jersey.....	209	6,173	6,445	3,362	3,868	2,220	2,717	1,757	1,977	13,512	15,007
Pennsylvania.....	943	15,761	16,917	10,445	12,171	7,020	8,264	3,829	5,417	37,055	42,769
S. Atlantic Div.:											
Delaware.....	21	399	503	244	320	131	180	86	131	860	1,134
Maryland.....	108	1,888	2,122	1,158	1,643	846	1,107	542	860	4,434	5,732
District of Columbia.....	20	1,135	1,481	685	977	438	623	330	529	2,588	3,610
Virginia.....	307	3,087	3,811	1,809	2,484	1,077	1,602	630	1,045	6,093	8,942
West Virginia.....	88	1,199	1,524	654	916	441	582	270	398	2,564	3,420
North Carolina.....	289	3,554	3,590	2,059	2,603	1,286	1,439	483	668	7,382	8,600
South Carolina.....	162	1,486	1,883	935	1,390	586	972	118	338	3,125	4,583
Georgia.....	288	3,141	3,828	2,137	2,812	1,220	1,908	434	617	6,932	9,165
Florida.....	92	627	959	397	620	196	343	138	247	1,358	2,169
S. Central Div.:											
Kentucky.....	221	2,856	3,126	1,534	1,907	874	1,360	503	880	5,767	7,273
Tennessee.....	220	3,547	3,831	2,216	2,500	1,474	1,754	754	728	7,826	8,533
Alabama.....	170	2,145	2,846	1,337	2,043	725	1,341	333	605	4,540	6,835
Mississippi.....	162	1,821	2,132	1,317	1,550	752	966	287	453	4,177	5,107
Louisiana.....	139	1,379	1,719	979	1,399	610	1,053	343	364	3,311	4,535
Texas.....	548	7,513	9,340	4,782	6,551	3,076	4,308	1,570	2,449	16,941	22,648
Arkansas.....	131	1,938	2,402	1,230	1,371	601	896	275	502	4,044	5,171
Oklahoma.....	150	2,251	2,804	1,249	1,751	704	1,001	350	600	4,554	6,156
N. Central Div.:											
Ohio.....	851	12,938	14,617	8,273	10,071	6,071	7,780	3,957	5,458	31,239	37,926
Indiana.....	608	8,113	9,065	5,625	6,425	4,257	4,962	3,327	4,173	21,322	24,625
Illinois.....	713	13,535	15,776	7,922	10,396	5,468	7,447	3,742	5,517	30,667	39,136
Michigan.....	414	8,187	9,905	5,086	6,643	3,890	5,022	2,916	4,279	20,079	25,849
Wisconsin.....	314	6,337	6,879	4,225	5,050	3,102	3,926	2,396	3,220	16,060	19,075
Minnesota.....	229	5,028	6,272	3,282	4,511	2,440	3,496	2,113	3,013	12,863	17,292
Iowa.....	655	7,217	9,169	4,857	6,922	3,372	4,968	2,556	3,782	17,802	24,841
Missouri.....	445	7,282	9,268	4,385	6,099	2,715	3,958	1,991	3,039	16,373	22,364
North Dakota.....	124	1,050	1,491	565	859	374	547	234	429	2,223	3,326
South Dakota.....	137	1,150	1,640	729	1,116	509	726	331	568	2,719	4,050
Nebraska.....	359	3,782	4,652	2,196	3,285	1,386	2,174	959	1,474	8,323	11,585
Kansas.....	384	5,255	6,767	3,107	4,358	1,972	3,020	1,471	2,534	11,805	16,679
Western Div.:											
Montana.....	55	637	863	354	555	258	416	169	278	1,418	2,112
Wyoming.....	21	252	334	150	243	107	148	45	89	554	814
Colorado.....	113	2,872	3,490	1,649	2,183	984	1,400	672	1,120	6,177	8,253
New Mexico.....	31	331	359	234	230	159	166	82	111	806	866
Arizona.....	19	311	411	184	246	113	172	60	117	674	946
Utah.....	48	1,648	1,771	1,021	1,175	655	655	421	467	3,745	4,068
Nevada.....	14	136	178	76	115	73	83	35	74	315	450
Idaho.....	60	1,037	1,138	624	738	376	427	209	297	2,240	2,600
Washington.....	180	4,182	4,880	2,543	2,897	1,748	2,056	1,089	1,527	9,562	11,360
Oregon.....	134	2,141	2,721	1,233	1,734	802	1,088	510	795	4,686	6,338
California.....	252	9,656	10,220	4,699	6,221	3,046	4,131	2,064	3,143	19,465	23,715

TABLE 34.—Public and private high schools combined—Enrollment of secondary students, by years, and percentage of total in each year, 1910-11.

States.	Schools reporting.	Total number reported.	In first year.		In second year.		In third year.		In fourth year.	
			Number.	Per cent of total.	Number.	Per cent of total.	Number.	Per cent of total.	Number.	Per cent of total.
United States.....	12,075	1,105,454	463,187	41.90	295,739	26.75	202,691	18.34	143,837	13.01
North Atlantic Division.....	2,799	355,352	150,077	42.23	92,993	26.17	63,959	18.00	48,323	13.60
South Atlantic Division.....	1,375	83,291	36,517	43.84	23,933	28.74	14,977	17.98	7,864	9.44
South Central Division.....	1,741	117,418	51,650	43.99	33,722	28.72	21,050	17.93	10,996	9.36
North Central Division.....	5,233	438,223	175,375	40.02	115,967	26.47	83,582	19.07	63,279	14.44
Western Division.....	927	111,170	49,568	44.59	29,104	26.18	19,123	17.20	13,375	12.03
North Atlantic Division:										
Maine.....	202	13,299	4,729	35.56	3,579	26.91	2,721	20.46	2,270	17.07
New Hampshire.....	89	8,329	2,924	35.11	2,219	26.64	1,666	20.00	1,520	18.25
Vermont.....	87	6,198	2,291	36.96	1,640	26.46	1,250	20.17	1,017	16.41
Massachusetts.....	305	66,171	24,839	38.11	16,369	25.12	12,546	19.25	11,417	17.52
Rhode Island.....	36	7,511	3,095	41.21	1,965	26.16	1,394	18.56	1,057	14.07
Connecticut.....	112	17,076	6,527	38.22	4,315	25.27	3,425	20.06	2,809	16.45
New York.....	816	129,425	60,376	46.65	33,060	25.54	20,736	16.02	15,253	11.79
New Jersey.....	209	28,519	12,618	44.25	7,230	25.35	4,937	17.81	3,734	13.09
Pennsylvania.....	943	79,824	32,678	40.94	22,616	28.33	15,284	19.15	9,246	11.58
South Atlantic Division:										
Delaware.....	21	1,994	902	45.24	564	28.28	311	15.60	217	10.88
Maryland.....	108	10,166	4,010	39.45	2,801	27.55	1,953	19.21	1,402	13.79
District of Columbia.....	20	6,198	2,616	42.21	1,662	26.81	1,061	17.12	859	13.86
Virginia.....	307	16,635	6,998	44.12	4,383	28.08	2,679	17.14	1,675	10.71
West Virginia.....	88	5,984	2,723	45.50	1,570	26.24	1,023	17.10	668	11.16
North Carolina.....	289	15,982	7,444	46.58	4,662	29.17	2,725	17.05	1,551	7.92
South Carolina.....	162	7,708	3,869	43.71	2,325	30.16	1,558	20.21	456	5.20
Georgia.....	288	16,097	6,969	43.29	4,949	30.75	3,128	19.43	1,061	6.53
Florida.....	92	3,527	1,586	44.97	1,017	28.83	639	15.28	385	10.92
South Central Division:										
Kentucky.....	221	13,040	5,982	45.87	3,441	26.39	2,234	17.13	1,383	10.61
Tennessee.....	220	16,359	7,378	45.10	4,716	28.83	2,783	17.01	1,482	9.06
Alabama.....	170	11,375	4,991	43.88	3,380	29.71	2,066	18.16	938	8.25
Mississippi.....	162	9,284	3,953	42.58	2,873	30.96	1,718	18.50	740	7.97
Louisiana.....	139	7,846	3,098	39.48	2,378	30.31	1,663	21.20	707	9.01
Texas.....	548	39,589	16,853	42.57	11,333	28.63	7,384	18.65	4,019	10.15
Arkansas.....	131	9,215	4,340	47.10	2,601	28.23	1,497	16.24	777	8.43
Oklahoma.....	150	10,710	5,055	47.20	3,000	28.01	1,705	15.92	950	8.87
North Central Division:										
Ohio.....	651	69,165	27,555	39.94	18,344	26.52	13,851	20.03	9,415	13.61
Indiana.....	608	45,947	17,178	37.39	12,050	26.23	9,219	20.06	7,500	16.32
Illinois.....	713	68,803	29,311	41.99	18,318	26.24	12,915	18.50	9,259	13.27
Michigan.....	414	45,928	18,092	39.39	11,729	25.54	8,912	19.40	7,195	15.67
Wisconsin.....	314	35,135	13,216	37.62	9,275	26.40	7,028	20.00	5,616	15.98
Minnesota.....	229	30,155	11,300	37.47	7,793	25.84	5,936	19.69	5,126	17.00
Iowa.....	655	42,643	16,386	38.43	11,779	27.62	8,340	19.56	6,138	14.39
Missouri.....	445	38,737	16,550	42.72	10,484	27.06	6,673	17.23	5,030	12.99
North Dakota.....	124	5,549	2,541	45.79	1,424	25.66	921	16.60	663	11.95
South Dakota.....	137	6,769	2,790	41.22	1,845	27.26	1,235	18.24	899	13.28
Nebraska.....	359	19,908	8,434	42.37	5,481	27.53	3,560	17.88	2,433	12.22
Kansas.....	384	28,484	12,022	42.21	7,465	26.21	4,992	17.52	4,005	14.06
Western Division:										
Montana.....	55	3,530	1,500	42.49	909	25.75	674	19.10	447	12.66
Wyoming.....	21	1,368	586	42.84	393	28.73	255	18.64	134	9.79
Colorado.....	113	14,430	6,362	44.09	3,832	26.55	2,444	16.94	1,792	12.42
New Mexico.....	31	1,672	690	41.27	464	27.75	325	19.44	193	11.54
Arizona.....	19	1,620	722	44.57	430	26.54	285	17.59	183	11.30
Utah.....	48	7,813	3,419	43.76	2,196	28.11	1,310	16.77	888	11.36
Nevada.....	14	765	314	41.05	191	24.97	156	20.39	104	13.59
Idaho.....	60	4,846	2,175	44.88	1,362	28.11	803	16.57	506	10.44
Washington.....	180	20,922	9,062	43.31	5,440	26.00	3,804	18.18	2,616	12.51
Oregon.....	134	11,024	4,862	44.10	2,967	26.91	1,890	17.15	1,305	11.84
California.....	252	43,180	19,876	46.03	10,920	25.29	7,177	16.62	5,207	12.06

TABLE 35.—Public high schools reporting for the school year ended June, 1911.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	ALABAMA.																			
2	Albertville.																			
3	Albertville (R. F. D. 6).																			
4	Alexander City.																			
5	Alexander City (R. F. D. 3).																			
6	Almond.																			
7	Aucalusia.																			
8	Ashford.																			
9	Ashland.																			
10	Ashville.																			
11	Athens.																			
12	Attala.																			
13	Attala.																			
14	Bay Minette.																			
15	Bessemer.																			
16	Bessemer (R. F. D.).																			
17	Birmingham.																			
18	Birmingham.																			
19	Birmingham.																			
20	Birmingham (Fensley).																			
21	Blountsville.																			
22	Boaz (R. F. D. 4).																			
23	Brantley.																			
24	Brewton.																			

	Brookside.	Graded School.	I. W. Hawthorne.	do.	3	1	0	4	3	1	0	8	3	1	0	8	7	0	1	0	1	0	1	40
25	Butler.	Waco County H. S.	W. F. Gairn.	County.	4	1	2	13	7	11	16	10	6	4	4	4	4	4	3	2	0	300		
26	Candler.	Wilcox County High School.	A. C. Moore.	do.	3	1	0	12	7	11	16	10	6	4	4	4	4	4	3	2	0	100		
27	Camp Hill.	do.	W. S. McLeod.	Dist.	3	1	0	1	2	6	0	4	3	0	0	0	0	0	0	1	0	1	100	
28	Carson Hill.	Graded School.	C. A. Davenport.	Twp.	4	1	1	2	6	5	0	7	0	0	0	0	0	0	3	0	2	120		
29	Carrollton.	do.	W. Thurlow Snoddy.	Dist.	4	1	1	21	10	15	9	10	8	0	3	0	3	0	2	0	2	7,300		
30	Center.	Cherokee County H. S.	L. M. Stevenson.	County.	4	1	2	18	10	17	12	3	4	0	0	0	0	0	0	0	0	165		
31	Centerville.	Bibb County High School.	Leonard L. Vann.	do.	4	1	3	18	10	17	12	3	4	0	0	0	0	0	0	0	0	200		
32	Cherokee.	Graded School.	R. C. Cramer.	Dist.	3	1	0	0	3	0	3	2	3	0	0	0	0	0	0	0	0	10		
33	Cherokee.	High School.	James F. McCleskey.	do.	3	1	0	7	8	8	8	0	0	0	0	0	0	0	0	0	0	3,026		
34	Childersburg.	do.	B. H. Johnston.	do.	3	1	0	2	8	4	2	1	9	0	1	9	0	0	0	0	0	80		
35	Citronelle.	do.	W. L. Hedges.	do.	3	1	1	15	9	5	7	0	0	0	0	0	0	0	0	0	0	6,250		
36	Clanton.	do.	J. D. Bradley.	do.	3	1	1	7	12	3	9	2	2	2	2	2	2	2	2	2	0	3,200		
37	Collinsville.	do.	J. H. McDonald.	do.	3	1	1	15	4	8	9	3	8	6	5	5	2	4	0	0	0	900		
38	Columbia.	High School.	J. H. Phillips.	County.	4	3	2	8	3	5	5	0	0	2	0	0	0	0	0	0	0	1,650		
39	Cottonwood.	do.	P. W. Williams.	Dist.	3	1	2	17	4	20	12	10	10	0	0	0	0	0	0	0	0	400		
40	Cuba.	do.	J. T. McKee.	County.	4	1	2	10	15	2	2	1	4	0	0	0	0	0	0	0	0	100		
41	Cullman.	Cullman County H. S.	J. Early Hendley.	do.	4	2	1	18	10	14	10	6	0	1	7	1	5	1	4	4	0	18,650		
42	Dadeville.	Tallapoosa County H. S.	R. L. Marchand.	do.	4	2	1	5	6	3	6	6	0	0	0	0	0	0	0	0	0	150		
43	Daleville.	High School.	J. M. Collier.	Dist.	2	1	0	11	10	13	12	9	8	2	6	0	0	0	0	0	0	4,000		
44	Decatur.	do.	J. A. Wilson.	do.	2	1	3	2	11	2	6	1	3	0	2	0	0	0	0	0	0	200		
45	do.	High School (negro).	Miss Mary Morrow.	do.	2	1	0	4	12	4	25	13	36	1	3	0	2	0	2	0	0	1,255		
46	Demopolis.	High School.	O. L. Tompkins.	do.	4	4	3	22	24	19	25	11	3	0	1	0	1	0	1	0	0	10,150		
47	Dothan.	do.	Ben. B. McLernan.	Dept.	4	4	3	2	11	3	11	3	0	1	0	1	0	1	0	0	0	8,510		
48	Double Springs.	Winston County H. S.	R. J. H. Simmons.	County.	4	2	1	23	15	22	2	2	2	9	2	5	2	5	1	3	0	21,500		
49	Elba.	High School.	suppl.	Dist.	4	3	0	28	29	23	29	14	7	2	10	2	9	2	3	3	0	41,200		
50	Enterprise.	Coffee County High School.	Frederick M. Fleming.	County.	4	3	1	28	29	23	29	14	7	2	10	2	9	2	3	3	0	41,200		
51	Epas.	High School.	Alonzo Abrams.	County.	4	1	1	2	6	2	2	1	0	0	0	0	0	0	0	0	0	2,250		
52	Euclid.	do.	H. L. Ushaw.	Twp.	4	1	1	19	21	10	7	8	7	6	4	2	4	0	0	0	0	300		
53	Excel.	do.	W. S. Porter.	Dept.	4	2	1	19	21	10	7	8	7	6	4	2	4	0	0	0	0	300		
54	Fairhope.	do.	J. N. Bragg.	Dist.	2	1	0	25	20	10	20	0	0	0	0	0	0	0	0	0	0	2,000		
55	Five Points.	do.	Jesse L. KeKay.	do.	2	1	0	1	7	2	2	0	0	0	0	0	0	0	0	0	0	...		
56	Fort Payne.	do.	Miss Anna L. Morris.	do.	4	0	2	17	18	4	3	6	7	2	5	1	1	1	1	1	1	1,450		
57	Fruitdale.	Dekalb County H. S.	H. T. Wallace.	County.	4	2	2	0	12	16	6	0	12	2	3	2	3	1	3	4	3	475		
58	Gadsden.	High School.	William E. White.	Dist.	4	2	0	8	6	0	1	0	1	0	0	0	0	0	0	0	0	12,800		
59	Gainesville.	do.	J. N. Jester.	Dept.	4	2	3	17	32	0	6	20	6	10	4	4	4	2	2	2	0	26,500		
60	Geneva.	Graded School.	J. M. Pennington.	Twp.	4	1	1	4	2	2	0	0	0	0	0	0	0	0	0	0	0	6,300		
61	Georgia.	do.	M. L. Black.	Dist.	2	1	2	6	8	4	9	0	0	0	0	0	0	0	0	0	0	32		
62	Girdard.	High School.	E. L. Stough.	do.	4	3	1	8	6	4	10	7	10	2	11	5	1	3	7	3	0	14,000		
63	Goodwater.	do.	Welmer C. Hughes.	Dept.	3	2	1	12	5	7	3	5	0	0	0	0	0	0	0	0	0	5,500		
64	Greensboro.	do.	J. F. McClain.	Dist.	3	1	1	11	13	2	6	4	4	0	0	0	0	0	0	0	0	21,000		
65	Greenville.	do.	J. N. Bragg.	do.	3	1	1	14	11	6	15	3	17	0	0	0	0	0	0	0	0	1,500		
66	Guntersville.	do.	Joseph B. Allen.	do.	3	2	0	11	10	10	4	5	1	0	0	0	0	0	0	0	0	13,400		
67	Gurley.	Madison County H. S.	B. E. Berry.	County.	3	2	0	11	10	10	4	5	1	0	0	0	0	0	0	0	0	13,400		
68	Haleville.	High School.	J. Melvin Crowell.	do.	4	3	1	12	6	3	5	7	2	1	2	1	2	0	0	0	0	300		
69	Hamilton.	Sixth District Agr. S.	H. O. Sargent, pres.	Dist.	4	3	1	20	23	18	20	14	16	7	9	7	8	4	3	0	0	350		
70	Harford.	Geneva County H. S.	Hilary H. Holmes.	County.	4	2	0	30	18	12	4	16	8	7	4	5	4	5	4	3	0	11,000		
71	Hartsells.	Morgan County H. S.	J. H. Riddle.	County.	4	4	0	30	18	12	10	12	6	5	3	3	4	3	0	0	0	12,500		
72	Hawkes.	Hawkes-Vista Graded School.	Alonzo E. Davis.	do.	4	4	0	10	15	10	16	7	6	2	7	2	6	2	3	0	0	100		
73	Hell.	Cleburne County H. S.	Laura K. Benson.	Dist.	3	1	2	16	11	8	3	1	1	0	0	0	0	0	0	0	0	10,800		

1 Or entering class.

2 Includes value of grounds, buildings, scientific apparatus, furniture, etc.

3 Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ALABAMA—con.																				
74	Huntsville.....	R. C. Johnston (1912).	Dept....	4	2	2	13	28	15	20	8	12	3	7						
75	do.....	H. C. Binford, Jr.	do.....	4	1	1	7	15	1	9	0	1	0	1	0	1	0	1	250	\$7,300
76	Jackson.....	J. W. Watson, pres.	State.....	4	2	4	28	33	16	19	10	12	11	4	10	4			400	11,000
77	Jasper.....	Daniel Harmon.	County.....	4	2	2	26	40	12	28	10	20	1	3	1	3	1	0	300	15,300
78	Jones Mills.....	Miss Anna Jones.	Dist.....	2	0	1	4	4	1	1										
79	Graded School.....	L. J. Howell.	do.....	4	1	0	12	8	3	3	2	1	1	0					16	2,400
80	Kelbyon.....	W. P. Archibald.	do.....	4	1	0	2	2	2	1	1	4	0	0						2,750
81	Knoxville.....	E. L. Patton.	do.....	1	1	1	21	30												
82	Leeds.....	C. C. Countess.	do.....	3	1	1	6	7	5	10	1	2			1	2	1	2	125	3,000
83	Linden.....	A. C. Jackson.	do.....	2	1	1	2	2	2	3	0	0	1	2	3	3	3	2	100	1,075
84	Lower Peach Tree.....	John Savage (1912).	Twp.....	4	1	1	4	1	2	3	0	0	1	2	1	2	1	2	20	2,800
85	Luverne.....	C. K. Sharp.	Dist.....	3	1	2	10	20	6	8	9	8	5	6	5	6	6		400	7,900
86	Madison.....	R. I. Young.	do.....	4	1	1	30	27	17	11	3	7	0	0				56	1,900	
87	Malone.....	James E. Parks.	do.....	4	1	1	8	3	4	11	3	7	0	0						3,400
88	Meridianville.....	E. C. Palmer.	do.....	3	1	0	8	21	2	3	4	7			3	3	3	1	30	3,350
89	Midland City.....	S. W. Hixon.	do.....	3	1	0	3	5	3										125	6,250
90	Midway.....	Leon Guin.	do.....	2	2	2	30	40	28	19	0	87	0	61	0	61	0	2	()	
91	Millport.....	Mrs. E. S. Colston.	Dept....	4	0	13	0	170	0	112	0	35	0	24	0	24	0	4	0	1,200
92	Mobile.....	Lee Byrne.	do.....	4	2	30	0	190	0	145	0	120	0	40	0	30	0	6	2,600	75,000
93	do.....	Thomas W. Palmer,	State....	4	2	30	0	190	0	145	0	120	0	40	0	30	0	6	2,600	330,000
94	Montevallo.....	president.																		
95	Moulton.....	James L. Barnard.	County.....	4	2	1	26	19	17	20	6	3	0	0					50	12,000
96	Myrtlewood.....	Miss Eugenia Latimer.	Dist.....	1	0	1	7	4											150	2,050
97	New Decatur.....	R. C. Johnston (1911).	Dept....	4	1	2	13	20	5	7	2	6	0	3	0	3	0	3	500	90,500
98	New Hope.....	J. T. Balch.	Dist.....	4	1	0	4	6	1	3	0	0	0	0						
99	Northport.....	L. B. Cornelius.	do.....	3	1	1	10	15	3	6	2	2	0	0	2	2	0	1		1,800
100	Odenville.....	J. O. Sturdivant.	County.....	4	2	1	4	8	4	7	6	0	0	0					230	11,300
101	Oneonta.....	T. Clarence Moore.	do.....	4	2	1	17	15	13	15	6	1	2	0	2	0	2	0	500	12,800
102	Oneonta (R. F. D. 2).....	William F. Maynor.	Twp.....	4	1	1	12	4	2	0	1	0	0	0	1	0	1	0	1,200	1,200
103	Opelika.....	Ellott James.	Dept....	4	1	1	10	41	7	9	4	11	2	4	1	4	1	2	500	40,500

[illegible]

*** Includes students in fifth year.**

! Included in report for Boys' High School.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
ARKANSAS—con.																					
147	Atkins.....	J. P. Bingham.....	Dist.....	3	3	0	12	20	8	10	4	8			3	8	2	5	350	\$15,350	
148	Augusta.....	W. P. Maury.....	do.....	14	1	3	15	15	8	10	6	9			4	4			400	51,000	
149	Ratesville.....	Sidney Pickens.....	do.....	3	1	2	12	24	13	14	3	11			3	6	2	3	300	30,000	
150	Beebe.....	O. T. Richardson.....	do.....	3	1	1	18	10	5	10	0	0							20	6,100	
151	Belleville.....	T. J. Weatherall.....	do.....	3	1	0	4	6	2	4	0	0								200	2,000
152	Bentonville.....	W. D. Jeter.....	do.....	4	1	1	10	13	12	8	5	6							200	20,000	
153	Berryville.....	W. D. Crawford.....	do.....	4	2	0	14	19	13	4	2	2							200	10,500	
154	Bigelow.....	Richmond W. Brock.....	do.....	2	1	0	1	7	4	0									200	8,000	
155	Boonville.....	J. S. Cheek.....	do.....	4	3	1	10	15	7	6	5	6	5	3	4	3	2	3	200	27,500	
156	Brinkley.....	David Bowen.....	do.....	4	2	1	17	12	8	2	2	1			2	1	2	0	25	10,000	
157	Cabot.....	A. L. H. Miller.....	do.....	3	1	1	19	21	6	14	8	14	8	4	4	8	1	2	200	70,000	
158	Camden.....	N. M. Whaley.....	do.....	4	3	1	5	4	5	5	3	1	3	4	0	4	0	1	300	3,060	
159	Carlisle.....	J. H. Horton.....	do.....	4	1	1	18	22	10	10	5	4	4	2	2	2	2	2	35	11,500	
160	Charleston.....	A. Starbuck.....	do.....	4	1	1	3	0	3	2					1	0				1,100	
161	Charleston (R. F. Dist. School, D. 2).	Lee G. King.....	do.....	2	1	0															
162	Choctaw.....	William E. Fairbrook.....	do.....	3	1	1	17	7	9	3	2	3			2	2	0	1	250	2,400	
163	Clarendon.....	Jack McCullough.....	do.....	4	1	1	4	12	6	6	1			6	2	0	6	0	300	30,500	
164	Clarksville.....	W. S. Williams.....	do.....	4	1	2	20	16	12	12	5	7	5	7	4	6	3	5	500	41,500	
165	Conway.....	R. H. Cannon.....	do.....	4	3	1	33	45	23	22	12	0	3	10	3	10	0	700	52,500		
166	Dardanelle.....	J. F. Mitchell.....	do.....	4	2	1	5	5	0	4	3	4	3	2	2	2	0	500	15,500		
167	De Queen.....	D. M. Riggins.....	do.....	4	2	0	8	15	12	14	3	6	0	0					50	41,500	
168	Dermott.....	U. C. Barnett.....	do.....	3	1	0	8	2	3	2	2	4	1	0	2	4	1	0	100	14,700	
169	Des Arc.....	U. C. Gregg (1912).....	do.....	4	2	0	5	6	2	5	1	1	0	0					100	10,100	
170	Dover.....	J. A. Tyson.....	do.....	2	4	2	0	6	4	4	3								105	4,200	
171	El Dorado.....	T. C. Abbott.....	do.....	4	3	2	24	29	14	13	4	5	2	4	2	4	2	4	1,000	65,000	
172	Evening Shade.....	David L. Ford.....	do.....	3	1	1	4	3	3	5	0	0							1,000		
173	Fayetteville.....	E. A. Byers.....	do.....	4	2	4	35	50	25	27	8	12	3	13	2	12	1	8	37,200	55,000	
174	Fortyce.....	C. E. Condray.....	Dist.....	4	2	1	12	18	8	12	2	5	0	1	0	1	1	350	55,000		
175	Foreman.....	J. F. Simmons.....	do.....	3	1	1	18	9	7	6	1	3			1	3	1	2	200	8,000	
176	Forest City.....	P. Cleburne Miller.....	do.....	4	2	1	10	28	8	7	2	4	0	2	0	2	0	1	600	50,000	

177	Port Smith	do.	W. C. Morrison	9	0	74	99	59	61	27	25	18	65	9	27	5	11	274,000			
178	Friendship	do.	W. L. Jewell	2	1	10	12	5	8	1	2	7	0	3	2	2	180	240,344			
179	Unity	do.	George M. Winkles	4	1	1	9	2	5	1	2	1	0	3	2	2	1,241	240,344			
180	Greenwood	do.	Mr. Wilson Hunt	4	2	1	7	9	2	5	1	0	1	1	0	1	275	101,175			
181	Greenwood	do.	J. R. Grant	3	3	0	14	14	5	3	1	0	1	1	0	1	240	111,400			
182	Gurdon	do.	A. C. Reagan	3	2	0	9	10	6	7	0	0	0	2	0	2	280	113,400			
183	Hinsburg	do.	F. W. Whiteside	4	4	0	13	8	12	3	11	2	2	0	2	600	32,000				
184	Hartshurg	do.	W. E. Darby	4	2	1	12	10	22	9	20	0	0	0	2	1	220	15,200			
185	Harrison	do.	C. L. Moore	3	2	1	12	14	6	5	0	0	0	0	1	83	2,800				
186	Havana	do.	M. Sullivan	4	1	1	4	2	0	2	1	0	0	1	0	150	20,000				
187	Hazen	do.	E. A. Funk	3	1	1	11	14	6	5	0	0	1	1	0	450	47,000				
188	Helen	do.	E. A. Sprague	4	2	2	26	29	20	8	17	10	13	6	4	200	1,210				
189	Hope	do.	M. A. Matlock	4	3	2	17	23	15	10	9	17	10	13	6	1,049	205,000				
190	Hornalo	do.	P. R. Gunkle	3	1	0	0	0	0	1	5	0	0	0	10	128	25,000				
191	Hot Springs	do.	T. R. McKenzie	4	3	7	39	50	23	43	30	33	17	25	8	24	4	300	1,709		
192	do.	do.	Frank C. Long	4	2	2	10	26	4	16	5	13	0	0	30	300	167,000				
193	Huntington	do.	A. C. Maddox	2	1	0	5	13	3	5	3	0	0	0	1	80	1,709				
194	Jasper	do.	W. B. Clark	2	1	3	23	37	11	18	3	13	6	11	0	11	4	9	300	167,000	
195	Jonesboro	do.	Harvey Haley	4	1	0	6	5	7	10	4	5	0	1	3	2	3	1,000	5,500		
196	do.	do.	Victor C. Kays	4	7	8	9	10	4	5	4	3	1	3	1	3	2	3	1,000	5,500	
197	Junction City	do.	F. O. Horton	4	1	1	5	9	10	4	5	4	3	1	3	1	3	2	3	1,000	5,500
198	Lewisville	do.	J. P. Bright	3	1	0	3	5	3	2	2	2	4	4	2	3	3	2	3	1,000	5,500
199	Little Rock	do.	A. B. Hill	4	9	13	181	77	90	43	99	20	57	14	43	13	20	1,540	238,000		
200	do.	do.	Edward H. Curry	4	2	0	30	70	26	13	27	9	30	8	26	5	20	3,000	49,000		
201	Lookesburg	do.	A. H. Abbott	3	2	0	16	16	10	15	2	4	2	2	4	2	4	98	2,200		
202	Magnolia	do.	J. P. Womack	4	2	1	7	10	17	15	3	2	2	2	2	2	1	320	21,400		
203	State Agr. S. (third dist.)	do.	H. K. Sanders	4	4	5	12	4	6	12	24	12	0	0	1	1	1	125,250	16,500		
204	High School	do.	R. E. Bowen	1	2	0	30	35	15	20	4	8	1	1	1	1	1	1,000	16,500		
205	Mammoth Spring	do.	I. E. Conover	3	1	1	2	4	7	2	2	2	2	2	2	2	2	250	15,100		
206	Marvell	do.	W. T. Adams	2	1	1	4	3	4	4	3	4	4	4	2	2	2	200	1,800		
207	Mena	do.	W. T. Adams	4	2	3	15	25	17	23	10	13	3	7	3	7	3	85,000	20,250		
208	Monticello	do.	Frank Horshall	4	1	1	13	7	6	2	2	4	0	0	4	6	2	500	20,250		
209	Morrilton	do.	Frank Horshall	3	1	1	13	19	13	9	4	8	0	0	4	6	2	3	500	20,250	
210	Mountain Home	do.	Whit. E. Simpson	4	1	1	17	21	12	14	4	8	2	7	2	7	1	3	700	41,500	
211	Mount Ida	do.	R. E. Crump, A. B.	4	3	1	17	21	12	14	4	8	0	0	2	7	1	3	700	41,500	
212	Normal Academy	do.	J. W. Campbell	4	3	1	2	6	10	15	0	15	0	0	5	5	170	170	550	25,500	
213	Nashville	do.	J. H. Kolb	4	3	0	12	14	8	5	5	5	2	3	2	3	1	0	273	12,500	
214	Newark	do.	R. B. Stewart	3	1	0	3	6	5	7	0	4	2	3	1	3	0	25	2,100	30,000	
215	Okolona	do.	D. P. Holmes	4	2	0	10	20	7	10	0	4	2	3	3	1	1	0	200	30,000	
216	Oscola	do.	D. P. Holmes	2	1	0	6	10	4	1	6	7	2	6	2	6	2	2	500	40,300	
217	Paragould	do.	G. C. W. White	4	2	3	24	36	15	17	2	2	3	2	2	0	2	24	2,100	2,100	
218	Paris	do.	William A. Branch	4	2	0	8	10	0	9	1	1	1	2	1	2	1	200	29,500	1,525	
219	Patterson	do.	H. M. Keck	4	1	0	6	6	8	2	3	0	0	0	0	0	0	50	1,525	150	3,000
220	Piggott	do.	Prince A. Ross	4	1	0	6	6	8	2	3	0	0	0	0	0	0	50	1,525	150	3,000
221	Pine Bluff	do.	Frank Weldin	4	4	5	2	46	74	20	42	11	28	6	17	5	10	165,000	10,000	10,000	10,000
222	do.	do.	John R. Allen	4	4	5	2	46	74	20	42	11	28	6	17	5	10	165,000	10,000	10,000	10,000
223	Missouri Street H. S. (negro)	do.	William Townsend	3	3	2	5	7	2	7	2	0	2	2	0	1	1	100	10,000	10,000	10,000
224	Plumerville	do.	M. L. Miner	3	3	1	0	5	7	2	7	11	1	7	1	7	1	330	15,000	15,000	15,000
225	Pocahontas	do.	W. F. Snakes	3	3	1	0	5	7	2	7	11	1	7	1	7	1	250	25,250	25,250	25,250
226	Prairie Grove	do.	M. C. Murphy	3	3	1	0	5	7	2	7	11	1	7	1	7	1	250	25,250	25,250	25,250
227	Prescott	do.	W. S. C. Munn	3	3	1	0	5	7	2	7	11	1	7	1	7	1	250	25,250	25,250	25,250
228	Agricultural High School	do.	Mrs. J. C. Munn	3	3	1	0	5	7	2	7	11	1	7	1	7	1	250	25,250	25,250	25,250

1 Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARKANSAS—con.																				
227	Quitman.....		High School.....	2	1	0	2	8	2	3	3	3	1	1	1	3	1	0	100	\$20,500
228	Rogers.....	T. M. Norwood.....	Dist.....	4	2	2	10	18	4	10	12	11	1	1	1	1	1	1	250	40,050
229	Russellville.....	A. W. Bevers.....	do.....	5	2	3	27	21	18	10	12	11	14	18	5	1	5	1	723	50,000
230	do.....	W. A. Crawford.....	do.....	4	3	3	50	21	54	26	13	27	0	0				64	127,000	
231	Sidney.....	A. K. Short.....	State.....	2	1	0	3	8	3	3	6	6	5	10	5	10	5	10	25	5,300
232	Sloan Springs.....	W. Otis Lawrence.....	do.....	4	2	1	30	25	20	28	6	6	5	10	5	10	5	10	400	50,150
233	Stamps.....	J. B. Bunn, B. A.....	do.....	4	1	2	8	5	2	4	8	3	9		3	4	3	0	200	12,700
234	Stephens.....	J. C. Heannon.....	do.....	3	1	1	5	11	4	5	0	2			2	2	1	0	10	8,400
235	Strong.....	Thomas W. Abbott.....	do.....	4	1	2	9	10	3	12	3	7	5	4	0	2	3	1	400	10,000
236	Stuttgart.....	U. C. Gregg (1911).....	do.....	2	2	0	15	20	6	4	0	0	0	0	3	0	3	0	75	3,015
237	Sulphur Rock.....	John G. Rossman.....	County.....	4	1	0	5	7	6	9	0	0	0	0					65	1,600
238	Tuckerman.....	J. K. Rawlings.....	Dist.....	4	2	0	3	6	4	0	1	0	0	0	4	2	2	2	500	20,200
239	Valley Springs.....	James W. Hill.....	do.....	4	1	3	12	28	15	16	8	19	6	6					400	4,000
240	Van Buren.....	Mrs. Francis W. Shaver.....	do.....	3	1	1	8	15	10	12	10	10			10	10	6	7	100	14,000
241	Vilonia.....	J. W. Proctor.....	do.....	3	1	1	5	6	4	5	2	3	3	5	2	3	2	2	50	14,200
242	Waldron.....	C. Henderson.....	County.....	3	1	1	13	25	8	12	3	6	7	2	0	4	0	1	100	42,000
243	Walnut Ridge.....	Mrs. M. D. Lawson.....	do.....	4	2	1	8	10	5	4	6	7	2	0	3	2			100	1,100
244	Warren.....	S. E. McGough.....	Dist.....	2	2	0	5	6	8	7									2,200	2,200
245	Washington.....	E. W. Thompson.....	do.....	2	1	0	4	3	2	2	2	6	1	1	0	1	0	1		
246	Western Grove.....	O. W. Thompson.....	do.....	4	2	0	12	21	10	2	2	6	1	1	0	1	0	1	300	3,500
247	Wilton.....	George Lewis.....	do.....																	
248	Yellville.....	I. W. Blacklock, B. A.....	do.....																	
CALIFORNIA.																				
249	Alhambra.....	Nathan F. Smith.....	Dept.....	4	5	6	35	40	19	21	14	24	14	15	11	15	8	10	1,245	76,000
250	Alturas.....	Anthony Rose (1912).....	County.....	4	2	3	17	21	4	7	0	7	1	6	1	6			700	
251	Anaheim.....	J. Franklin Walker.....	Dist.....	4	4	5	24	23	20	18	8	16	5	9	4	7	2	2	900	34,000
252	Angels Camp.....	L. D. McKinley.....	do.....	4	1	3	11	6	6	6	5	6	1	7	1	7	0	4	258	3,400
253	Antioch.....	Herbert Kittredge.....	do.....	4	1	3	8	16	9	12	3	4	2	1	2	1	0	1	550	20,500
254	Arroyo Grande.....	William A. Nord.....	do.....	4	1	3	18	6	6	11	2	8	0	6	5	6	0		900	6,700

353	Anbura.....	Placer County H. S.	John F. Engle.	County	4	3	6	23	25	14	22	13	12	7	12	3	2	2,000	82,500			
354	Bakersfield.....	Kern County H. S.	H. Macomber.	do.	4	10	6	89	107	24	33	22	17	16	24	4	10	16	9	0	2,060	120,000
355	Banning.....	High School.	Paul Bester.	Dist.	4	1	1	9	7	4	0	1	5	5	2	4	1	4	0	3	1,342	22,034
356	Bentley.....	do.	James L. Martin.	do.	4	2	3	9	17	7	11	3	5	8	6	0	6	6	2	8	400	91,500
357	Bertley.....	do.	Gilbert N. Brink.	do.	4	19	27	220	240	201	237	154	170	104	130	91	112	08	92	2,810	365,000	
358	Bishop.....	Union High School.	F. E. Howard.	Dist.	4	1	4	21	13	9	16	10	12	11	2	1	2	6	1	8	550	20,750
359	Bostonia.....	El Cajon Valley Union H. S.	Evelyn P. Johnson.	do.	4	1	3	21	13	7	11	6	2	5	0	0	5	4	5	4	500	10,100
360	Boulder Creek.....	do.	W. A. Vivian.	do.	4	1	3	10	15	7	8	1	4	0	0	0	4	0	4	1	850	10,100
361	Burbank.....	Liberty Union H. S.	T. Howard Wilson.	do.	4	2	3	18	14	8	14	11	10	8	3	7	2	6	1	581	36,000	
362	Burnwood.....	Union High School.	J. Fred Smith.	do.	4	1	4	9	13	13	11	17	5	9	12	8	10	5	5	581	36,000	
363	Campbell.....	Surprise Valley Union H. S.	Anthony Ross (1911).	do.	4	1	4	18	10	6	11	6	11	4	11	4	11	2	2	700	12,575	
364	Cedarville.....	do.	G. W. Wright.	do.	4	1	4	2	12	10	6	11	6	11	4	11	2	2	2	1,200	26,000	
365	Centerville.....	High School.	H. Harwood Tracy.	do.	4	5	6	42	13	10	20	18	3	9	17	20	15	19	6	3	500	65,000
366	Chico.....	do.	W. M. Mackay.	do.	4	1	2	13	10	6	11	6	11	4	11	4	11	2	2	1,200	26,000	
367	Chico.....	do.	Flored S. Hayden.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
368	Covadale.....	do.	Albert W. Miller.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
369	Covina.....	do.	M. O. Graves, M. A.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
370	Covina.....	do.	Oscar Abbott.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
371	College City.....	Placer Joint Union H. S.	J. Perry Batzell.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
372	College City.....	High School.	George M. Green.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
373	Colusa.....	do.	B. A. Lindsey.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
374	Colusa.....	do.	Will L. Frew.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
375	Compton.....	Union High School.	Roger S. Phelps.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
376	Concord.....	Union High School.	Charles P. Fung.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
377	Concord.....	High School.	Harriet I. Prentiss.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
378	Corona.....	do.	Miss Mary R. Underhill.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
379	Corona.....	do.	J. F. Morgan.	do.	4	1	2	11	10	4	5	8	11	4	10	2	2	2	2	0	400	250
380	Covina.....	Union High School.	W. B. H. S. Salar.	County	4	6	6	23	38	11	17	11	16	12	11	0	1	0	1	8	800	42,500
381	Covina.....	do.	Alex M. Simmons.	do.	4	1	3	7	14	7	18	4	15	9	2	0	1	0	1	8	1,520	67,500
382	Crescent City.....	Del Norte County H. S.	H. G. Stearns.	do.	4	1	3	12	23	9	16	4	14	6	9	2	0	1	0	1	901	38,400
383	Crockett.....	Union High School.	C. N. Nichols.	do.	4	1	3	12	23	9	16	4	14	6	9	2	0	1	0	1	901	38,400
384	Dinuba.....	do.	E. A. Farrington.	do.	4	1	3	12	23	9	16	4	14	6	9	2	0	1	0	1	901	38,400
385	Dixon.....	do.	C. T. Meredith.	do.	4	1	3	10	12	12	24	4	13	3	8	20	8	16	4	0	800	26,400
386	Downey.....	Los Nietos Valley Union H. S.	Charles C. Kelso.	do.	4	2	3	21	24	7	3	5	5	9	3	2	2	2	2	1	300	27,000
387	El Centro.....	Central Union H. S.	Charles G. Davis.	do.	4	2	3	10	12	12	24	4	13	3	8	20	8	16	4	0	800	26,400
388	El Centro.....	do.	Verne A. McGeorge.	do.	4	1	3	18	29	9	8	8	10	5	7	1	1	1	1	3	1,284	47,000
389	El Monte.....	High School.	Hugh A. Owen.	Dist.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
390	El Monte.....	Union High School.	Miss Kate Huell.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
391	Elsinore.....	do.	F. J. Cummings.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
392	Escondido.....	High School.	P. S. Cotton.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
393	Escondido.....	Union High School.	Hiram W. Peters.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
394	Espario.....	Elma Union High School.	Frederick Liedtke.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
395	Esna Mills.....	do.	F. J. Cummings.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
396	Eureka.....	Union High School.	Hiram W. Peters.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
397	Exeter.....	Union High School.	Frederick Liedtke.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
398	Fairfield.....	Armijo Union High School.	F. J. Cummings.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
399	Fallbrook.....	do.	P. S. Cotton.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
400	Farmdale.....	do.	Hiram W. Peters.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
401	Ferris.....	High School.	Frederick Liedtke.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
402	Fort Bragg.....	Union High School.	Jeremiah B. Lillard.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
403	Fortuna.....	do.	Elmer E. Brownell.	Dist.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	3	1,284	47,000
404	Fowler.....	Union High School.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	1	3	1,284	47,000
405	Fresno.....	High School.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	1	3	1,284	47,000
406	Fullerton.....	Union High School.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	1	3	1,284	47,000
407	Gardena.....	High School.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	1	3	1,284	47,000
408	Gilroy.....	High School.	do.	4	1	3	20	23	9	9	8	10	5	7	1	1	1	1	1	3	1,284	47,000

* Value of building and grounds not given.

† Includes students in fifth year.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumess in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
CALIFORNIA—con.																				
306	Union High School	George U. Morse.....	Dist.....	4	4	8	43	51	30	49	17	27	12	18	12	17	6	8	2,511	\$31,000
307	do.....	Duncan Stirling.....	do.....	4	1	1	4	3	1	1	2	3	0	1	0	1	0	1	170	3,500
308	Grass Valley.....	J. S. Hennessy.....	Dept.....	4	3	5	10	34	15	15	6	5	8	6	5	6	3	2	277	22,000
309	Union High School.....	George L. Unnewehr.....	Dist.....	4	1	4	15	19	7	12	5	5	8	5	7	5	4	3	500	16,350
310	do.....	Thomas J. Roese.....	do.....	4	5	7	27	35	18	18	8	19	14	24	13	22	6	7	1,424	48,200
311	do.....	John Gamble.....	do.....	4	4	4	20	21	12	16	7	8	7	13	7	13	2	3	1,200	20,000
312	Healdsburg.....	H. R. Bull.....	do.....	4	2	4	25	24	18	16	10	17	7	19	7	18	2	3	1,200	15,000
313	Hemet.....	Edgar T. Boughton.....	do.....	4	1	7	16	24	3	16	9	14	7	8	7	8	3	3	703	86,500
314	Hollister.....	James P. Davis.....	County.....	4	4	3	35	33	18	24	5	15	8	8	6	8	6	4	528	62,000
315	Union High School.....	Valentine Smith.....	Dist.....	4	2	1	3	6	9	4	2	3	0	0	7	4	5	0	100	75,000
316	do.....	Arthur E. Palmer.....	do.....	4	3	4	17	10	11	14	7	6	7	4	3	5	3	5	825	53,500
317	Imperial.....	M. B. Greenberry.....	do.....	4	4	5	17	19	9	13	8	11	3	5	3	5	1	1	1,102	70,000
318	Union High School.....	J. A. Grannum.....	do.....	4	4	3	24	21	6	9	6	13	2	5	4	5	1	0	900	60,000
319	do.....	Wallace F. Turner.....	do.....	4	1	2	11	9	4	4	3	9	0	5	5	4	1	0	400	6,400
320	Cuyamaca Union H. S.....	J. A. Beadle.....	do.....	4	1	1	2	3	0	4	4	0	2	3	2	2	1	0	750	5,500
321	do.....	Ernest H. Duval.....	do.....	4	2	3	15	13	11	16	7	6	3	2	4	3	2	0	740	14,000
322	Lakeport.....	Horace N. Caldwell.....	do.....	4	2	3	15	19	12	16	10	13	3	4	3	4	2	3	800	12,000
323	Laton.....	Mrs. M. E. Knudson.....	do.....	4	0	3	1	11	3	2	2	0	4	0	4	0	2	1	530	14,500
324	Lemoore.....	Miss Vesta Gray.....	do.....	4	1	3	14	9	5	2	5	7	6	4	4	2	1	0	2,000	26,000
325	Lincoln.....	A. D. Hoenshel.....	do.....	4	2	2	6	11	4	5	5	6	3	5	3	5	2	2	300	33,000
326	Lindsay.....	D. A. Eckert.....	do.....	4	1	5	17	15	0	12	5	8	8	5	7	4	2	3	323	32,000
327	Livermore.....	W. J. Connell.....	do.....	4	4	2	23	23	33	22	11	10	8	12	3	0	3	0	1,700	40,000
328	Lodi.....	William Inch.....	do.....	4	2	4	19	22	10	4	6	8	4	2	6	11	5	3	620	8,470
329	Lompoc.....	E. L. Mitchell.....	do.....	4	2	4	16	14	4	6	8	8	6	10	6	9	2	1	705	22,300
330	Lordsburg.....	Arthur Durward.....	do.....	4	2	4	385	479	261	357	104	257	123	181	123	181	50	75	6,319	327,000
331	Los Angeles.....	W. H. Housh.....	Dept.....	4	26	57	355	479	261	352	104	257	123	181	123	181	50	75	6,319	327,000
332	do.....	William H. Snyder.....	do.....	4	10	15	104	118	62	87	36	73	28	41	26	34	17	14	1,369	260,000
333	do.....	A. E. Wilson.....	do.....	4	24	27	635	651	46	72	1	0	0	0	0	0	0	0	1,179	350,000
334	do.....	W. A. Dunn.....	do.....	1	23	0	181	558												
335	do.....	do.....	do.....	3-4	37	49	312	403	224	179	202	109	113	104	130	110	42	8	4,200	517,000
336	Los Banos.....	F. C. Sanderson.....	Dist.....	4	1	3	5	4	5	6	4	2	4	4	2	4	0	1	1,283	

337	Los Gatos.....	High School.....	Frank M. Watson.....	do.....	4	1	5	16	25	7	10	9	10	7	13	4	10	3	3	550	37,000
338	Madison.....	Union High School.....	C. J. Durrell.....	do.....	4	2	3	9	14	4	11	4	9	8	6	6	1	2	1,000	41,500	
339	Marine.....	High School.....	A. W. Stoddard.....	do.....	4	3	3	8	10	9	12	10	12	7	1	8	1	2	477	14,500	
340	Marystown.....	High School.....	F. C. Ray.....	Do.....	4	2	6	15	34	22	19	12	10	7	19	7	13	8	700	64,000	
341	Menlo Park.....	Menlo Park High School.....	J. N. Carr.....	County.....	4	3	2	11	15	6	13	4	10	1	6	1	6	1	3	3,200	16,000
342	Meredon.....	Meredon High School.....	Ernest E. Wood.....	do.....	4	3	3	15	23	13	21	6	13	6	7	2	4	1	3	3,200	16,000
343	Mill Valley.....	High School.....	Thomas Downey.....	do.....	4	3	3	36	34	23	26	20	15	9	13	9	6	2	1,945	41,000	
344	Modesto.....	High School.....	E. E. Knepper.....	do.....	4	1	10	40	39	19	27	13	15	10	20	15	14	11	5	950	132,000
345	Monterey.....	Monterey High School.....	James McIntosh.....	County.....	4	1	4	11	16	5	17	2	7	3	8	4	3	4	2	1,100	22,700
346	Mountain View.....	High School.....	C. C. Childress.....	do.....	4	2	4	18	22	14	19	8	23	7	10	7	10	5	3	1,024	46,650
347	Napa.....	do.....	Edwin L. Zahn.....	do.....	4	3	5	45	53	32	41	8	13	5	12	1	8	1	500	52,000	
348	National City.....	do.....	B. S. Gowen.....	Dist.....	4	4	1	3	16	14	12	11	6	12	5	3	6	2	3	500	52,000
349	Needles.....	do.....	C. Bruce Collins.....	do.....	4	1	1	3	4	3	1	1	1	1	2	1	1	1	1	500	11,360
350	Nevada City.....	do.....	F. E. Truck.....	do.....	4	2	5	33	38	11	9	4	10	7	10	6	1	4	2	500	35,000
351	Newman.....	do.....	William T. Vincke.....	do.....	4	1	2	13	16	6	12	5	3	1	4	1	2	0	400	1,160	
352	Norwalk.....	do.....	P. B. Westerman.....	do.....	4	1	2	2	4	6	10	5	3	1	4	1	2	0	594	28,000	
353	Oakdale.....	do.....	Charles E. Kees.....	do.....	4	1	26	10	14	132	200	109	68	113	53	74	28	36	4,000	305,000	
354	Oakland.....	do.....	Philip M. Fisher.....	do.....	2-4	9	18	200	200	116	110	50	40	24	14	27	55	7	8	600	100,000
355	Oceanside.....	Oceanside-Carlsbad Union High School.....	George M. Sheldon.....	Dist.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
356	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
357	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
358	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
359	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
360	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
361	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
362	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
363	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
364	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
365	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
366	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
367	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
368	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
369	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
370	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
371	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
372	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
373	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
374	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
375	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
376	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
377	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
378	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
379	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
380	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
381	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
382	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
383	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
384	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	
385	Oceanside.....	do.....	do.....	do.....	4	1	2	11	10	7	8	1	4	0	0	0	0	0	300	2,100	

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
CALIFORNIA—con.																				
386	San Bernardino.	L. L. Beeman.	Dept.	4	6	7	71	82	51	58	24	29	16	36	14	30	8	13	2,000	\$116,500
387	San Diego.	Arthur Gould.	do.	4	13	22	290	272	135	126	73	82	47	48	43	48	25	12	4,213	275,000
388	San Fernando.	Mrs. E. C. Ingham.	Dist.	4	2	3	12	9	6	11	9	12	3	5	3	4	3	1	3,200	51,625
389	San Francisco.	Charles H. Murphy.	Dept.	2	4	15	227	450	53	187	0	128	0	91	19	105	5	22	3,736	877,000
390	do.	Arthur W. Scott.	do.	4	4	15	0	363	0	231	0	128	0	91	0	84	0	23	2,630	102,200
391	do.	Lawrence Traft.	do.	3	20	1	658	46	181	14	104	21	51	54	53	15	5	3	750	71,500
392	do.	Frank Morton.	do.	4	16	6	297	503	108	69	64	69	64	51	54	33	23	10	667	265,000
393	do.	Joseph O'Connor.	do.	4	6	12	111	114	61	89	37	69	26	52	26	52	10	10	859	701
394	do.	James Ferguson.	do.	4	12	10	187	77	54	45	32	18	19	11	13	11	5	8	600	28,000
395	Sanger.	Walter A. Doron.	Dist.	4	2	4	16	18	11	14	6	10	4	13	4	10	5	1	2,340	250,000
396	San Jacinto.	W. J. Beeson.	do.	4	1	2	16	7	5	11	5	10	0	0	1	1	1	1	2,000	252,560
397	San Jose.	Lewis B. Avery.	Dept.	4	17	41	234	315	173	188	98	104	71	110	63	98	6	0	2,340	250,000
398	San Luis Obispo.	Le Roy B. Smith, director.	do.	3	11	3	66	23	45	16	20	6	9	12	14	2	6	4	2,000	252,560
399	do.	H. F. Pinnell.	do.	4	3	6	34	32	20	29	13	8	13	3	3	7	2	4	846	265,000
400	San Mateo.	O. A. Johnson.	Dist.	4	3	7	33	37	20	21	8	23	9	12	6	12	4	4	3,227	24,700
401	San Rafael.	O. A. Johnson.	Dist.	4	2	7	40	44	29	40	27	31	14	22	9	19	4	6	2,100	131,000
402	Santa Ana.	W. A. Bartlett.	do.	4	6	11	91	100	49	50	44	52	27	20	21	23	14	13	1,234	61,400
403	Santa Barbara.	W. A. Bartlett.	do.	4	8	7	76	72	40	62	25	30	18	37	15	25	10	2	2,340	93,300
404	Santa Clara.	L. A. Olney.	do.	4	2	7	29	35	21	32	23	10	6	13	6	13	2	1	960	93,300
405	Santa Clara.	L. A. Olney.	do.	4	4	10	65	97	24	61	26	28	14	14	14	14	5	4	2,384	62,500
406	Santa Cruz.	George A. Bond.	do.	4	4	3	22	25	13	20	12	11	8	11	8	19	4	11	1,200	36,500
407	Santa Maria.	Allen B. Martin.	Dist.	4	4	12	76	70	38	41	26	22	25	24	8	19	4	6	2,061	40,000
408	Santa Monica.	F. W. Thomas.	Dept.	4	3	4	15	21	13	12	11	3	7	3	7	2	5	1	1,100	17,500
409	Santa Paula.	George W. Crozier.	Dist.	4	4	7	41	60	34	56	15	29	21	38	6	14	2	1	1,400	65,000
410	Santa Rosa.	J. E. Williamson.	Dist.	4	2	3	18	33	25	22	17	24	7	18	5	14	2	1	1,370	17,500
411	Sebastopol.	Amaly Union High School.	do.	4	5	3	10	12	4	9	7	8	8	12	7	8	5	6	1,200	107,000
412	Selma.	Union High School.	do.	4	2	2	11	32	25	22	17	24	7	18	5	14	2	1	1,400	65,000
413	Sonoma.	Herman Kraemer.	do.	4	2	2	10	12	4	9	7	8	8	12	7	8	5	6	1,200	107,000
414	Sonoma.	Bruce H. Palmer.	County.	4	2	2	10	12	4	9	7	8	8	12	7	8	5	6	1,200	107,000
415	Sonoma.	W. F. Campbell.	County.	4	2	2	10	12	4	9	7	8	8	12	7	8	5	6	1,200	107,000
415	South Pasadena.	George C. Bush.	County.	4	4	7	37	52	25	35	12	23	7	18	5	14	2	1	1,400	65,000
415	Stockton.	Noel H. Harrison (1912)	Dept.	4	12	11	80	95	75	86	35	64	27	45	20	33	10	3	1,452	250,000

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
COLORADO—contd.																				
462	Denver.	William H. Smiley.	Dept.	4	19	30	216	224	222	271	136	150	99	104	79	147	59	70	3,200	\$395,103
463	do.	A. J. Fynn.	do.	1	6	14	320	304												
464	do.	Charles A. Bradley.	do.	4	17	20	337	277	256	201	80	94	53	45	53	36	32	13	3,400	335,000
465	do.	Edward L. Brown.	do.	4	9	15	119	193	96	117	67	82	17	28	24	56	13	16	3,200	335,000
466	do.	Charles M. Osenbaugh.	do.	4	5	7	65	98	26	58	15	42	13	28	13	28			600	104,000
467	do.	C. W. Bigelow.	do.	4	8	15	101	148	62	76	41	59	32	52	32	55	16	20	4,560	16,000
468	Durango.	E. Lee Holden.	Dist.	4	2	6	35	50	28	30	15	30	9	22	9	22	5	8	2,000	47,500
469	Eaton.	H. E. Black.	do.	4	2	3	17	16	12	11	14	13	5	5	3	5	3	5	1,406	76,000
470	Eckert.	C. W. Lanning.	do.	2	1	1	6	4	2	2					2	0				
471	Edgewater (R. F. D. 1.)	J. W. Ellison.	do.	4	2	1	19	11	9	6	7	6	4	9	2	9	1	2	250	25,250
472	Erie.	W. S. Stoddard.	do.	3	1	1	4	4	1	2	1	3			1	3	0	1	560	20,500
473	Florence.	A. M. Burger.	Dept.	4	3	2	16	26	6	10	6	10	5	9	3	9	3	4	700	31,500
474	Fort Lupton.	Miss Emma Finney.	Dist.	1	0	1	8	2											480	
475	Fort Morgan.		do.	4	2	8	31	57	16	27	4	13	12	19	11	12	10	8	82,200	
476	Fountain.	Fred K. Pratt, supt.	do.	4	4	1	2	6	1	4	1	1	1	2	1	2	1	2	450	1,200
477	Fowler.	G. B. Warner.	do.	4	1	2	7	7	5	8	3	9	5	3	5	3	5	1	600	20,500
478	Georgetown.	Miss Eleanor Pease.	do.	4	0	2	6	10	4	7	5	6	2	3	2	3	0	2	1,900	7,375
479	Glenwood Springs.	John M. Downen.	County.	4	4	3	32	19	18	8	7	9	5	6	4	4	4	3	400	1,800
480	Golden.	Miss L. E. Allen.	Dist.	4	4	3	53	83	30	38	18	24	18	32	18	32			1,000	17,000
481	Grand Junction.	R. F. Tope.	Dept.	4	4	3	55	83	30	38	18	24	18	32	18	32	4	5	537	11,367
482	Gunnison.	Wilbert A. Franks.	County.	4	2	2	10	18	10	15	2	8	6	8	5	8	4	1	50	6,959
483	Gypsum.	I. S. Heath.	Dept.	4	4	2	6	6	1	5	0	4	2	1	2	1	2	0	235	3,200
484	Hayden.	Herman Douc.	Dist.	4	4	1	0	2	6	2	4	1	3	2	0	2	0	1		
485	Henderson (R. D. 1).	Mrs. C. H. Douglass.	do.	4	0	1	3	2	1	2	1	4	0	0						
486	Holyoke.	C. Harry Waite.	County.	4	1	1	5	8	4	13	7	2	2	1	2	1	2	0	150	1,250
487	Hotchkiss.	L. T. Shaw.	Dist.	4	1	2	14	10	7	9	3	5	4	3	4	2	4	2	500	27,000
488	Idaho Springs.	W. W. Fenton.	do.	4	3	3	17	20	8	9	1	6	5	6	5	5	3	5	400	11,800
489	Julesburg.	S. S. Snell.	County.	4	1	2	13	22	8	13	0	5	4	6	4	4	4	3	300	36,000

[illegible]

The town schools of Connecticut are here classified as "township."

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
CONNECTICUT—con.																				
537 Bridgeport.....	High School.....	H. D. Simonds.....	Dept.....	4	8	21	167	179	91	86	30	103	40	76	39	73	16	5	2,000	\$113,159
538 Bristol.....	do.....	Henry E. Cottle.....	do.....	4	2	7	43	42	27	28	20	39	18	25	17	23	4	1	300	81,500
539 Canaan.....	North Canaan H. S.....	Albert G. Eldridge.....	Twp.....	3	1	2	8	19	5	12	3	12	2	5	3	12	4	1	100	14,000
540 Central Village.....	Plainfield High School.....	John L. Chapman.....	do.....	4	1	4	11	10	11	8	0	5	2	5	2	5	1	2	350	14,700
541 Chester.....	High School.....	Eddy P. Howard.....	do.....	4	1	2	5	12	1	5	2	2	0	3	0	2	3	2	250	21,000
542 Colchester.....	Bacon Academy.....	Royal A. Moore.....	do.....	4	1	3	11	19	8	7	12	12	8	7	8	7	3	2	300	4,800
543 Collinsville.....	High School.....	Seth G. Haley.....	do.....	4	1	3	8	17	8	17	9	18	5	7	5	7	4	0	1,000	15,000
544 Danbury.....	do.....	Harry C. Folsom.....	Dept.....	4	4	9	73	92	48	53	39	53	24	44	24	44	11	10	1,000	75,000
545 Danbury.....	Killingly High School.....	H. R. Eaton.....	do.....	4	1	7	35	32	25	29	11	21	19	19	19	19	7	4	1,500	60,000
546 Deep River.....	High School.....	H. O. Clough.....	Twp.....	4	1	3	4	14	5	7	6	5	3	9	3	9	1	0	400	21,700
547 Derby.....	do.....	Edward Fitz Gerald.....	Dept.....	4	3	4	24	32	17	16	9	10	5	13	4	12	2	2	200	13,000
548 East Hartford.....	do.....	Jas. R. Tucker, Ph. D.....	do.....	4	1	3	15	17	5	11	6	5	6	5	6	5	3	0	350	5,500
549 Glastonbury.....	do.....	Leon A. Martin.....	Twp.....	4	1	3	15	17	5	11	6	5	6	5	6	5	3	0	350	5,500
550 Greenwich.....	do.....	Edward D. Graber.....	Dept.....	4	6	5	68	52	29	39	15	30	17	18	17	16	9	3	1,000	140,000
551 Guilford.....	Institute and High School.....	Carl A. Lewis.....	Twp.....	4	1	3	10	15	8	12	5	9	1	10	0	1	0	0	500	22,000
552 Hartford.....	High School.....	Edward H. Smiley.....	Dept.....	4	22	46	326	335	215	251	129	159	90	145	84	129	53	13	6,210	625,000
553 Lakeville.....	do.....	Robert G. Sanford.....	Twp.....	3	1	0	6	8	1	5	0	0	0	0	0	0	0	0	250	10,050
554 Litchfield.....	do.....	Horace M. Hovey, A. M.....	do.....	4	1	3	18	17	11	6	8	8	4	4	4	4	2	1	300	29,600
555 Lyme.....	Old Lyme High School.....	Fred W. Shearer.....	do.....	2	1	1	4	4	2	2	2	2	2	2	2	2	2	2	400	7,300
556 Madison.....	Hand High School.....	Miss Harriet C. Bulkeley.....	do.....	3	0	1	1	1	4	3	4	2	4	2	2	2	2	2	400	7,300
557 Meriden.....	High School.....	Willis J. Prouty.....	Dept.....	4	4	14	91	125	45	53	41	48	18	45	16	42	4	4,800	152,500	
558 Middletown.....	do.....	William A. Wheatley.....	do.....	4	3	15	94	107	48	47	37	50	31	31	31	31	12	4	1,500	82,000
559 Milford.....	do.....	H. I. Mathewson.....	Twp.....	4	2	4	19	18	15	12	9	11	1	5	9	5	4	0	150	11,500
560 Mystic.....	do.....	A. L. Pitcher.....	do.....	4	1	1	5	6	9	7	3	1	0	6	0	6	0	1	100	40,000
561 Naugatuck.....	do.....	Charles P. Slade.....	Dept.....	4	4	6	31	38	32	32	15	28	11	9	11	9	5	0	395	302,400
562 New Britain.....	do.....	Winifred C. Akers.....	do.....	4	4	6	129	146	67	81	39	62	48	54	44	53	18	5	1,525	159,000
563 New Hartford.....	do.....	M. H. Hunt.....	do.....	4	1	2	9	5	2	1	2	6	1	2	1	2	1	2	50	7,100
564 New Haven.....	do.....	John P. Cushing.....	Twp.....	4	52	52	474	475	317	247	236	304	146	234	111	194	31	23	4,929	7,100
565 New Milford.....	do.....	John Pettibone.....	do.....	4	1	4	23	36	15	22	5	21	9	14	7	10	6	1	150	31,600

565	Newtown...	do.	4	1	2	19	20	0	8	7	7	3	0	3	8	3	1	300	2,200
567	Niantic...	do.	2	1	0	4	4	1	3	2	6	1	0	1	6	0	183	7,835	
568	Portland...	do.	2	3	10	6	6	6	10	12	10	18	12	10	2	1	600	29,026	
569	Putnam...	do.	2	4	25	24	14	13	10	12	10	18	12	10	2	1	540	100,000	
570	Rochester...	do.	3	0	32	37	30	4	0	1	0	10	18	10	3	3	1,600	8,300	
571	Rochester...	do.	3	0	32	37	30	4	0	1	0	10	18	10	3	3	1,600	8,300	
572	Saybrook...	do.	3	1	15	30	4	2	5	5	6	1	7	1	7	1	400	15,500	
573	Seymour...	do.	4	2	33	20	14	10	5	13	3	0	14	13	3	1	1,000	45,500	
574	Shelton...	do.	4	3	33	20	14	10	5	13	3	0	14	13	3	1	400	82,000	
575	Slambury...	do.	4	3	33	20	14	10	5	13	3	0	14	13	3	1	400	82,000	
576	Southampton...	do.	4	3	33	20	14	10	5	13	3	0	14	13	3	1	400	82,000	
577	South Norwalk...	do.	4	5	24	26	7	21	10	10	10	18	10	18	3	0	3,000	41,000	
578	Stafford Springs...	do.	4	2	27	33	15	30	15	25	15	20	15	20	0	2	500	102,000	
579	Stafford High School...	do.	4	13	109	123	45	52	14	26	11	13	11	13	3	4	700	...	
580	Stamford...	do.	4	1	11	12	5	6	0	0	0	6	5	0	6	0	500	...	
581	Stamington...	do.	4	7	23	95	51	45	39	44	18	55	8	40	3	6	100	80,500	
582	Stratford...	do.	4	1	9	15	10	14	2	10	1	8	1	8	0	2	...	...
583	Terryville...	do.	3	1	2	9	9	6	0	0	0	1	6	1	6	1	500	6,500	
584	Thomaston...	do.	4	2	33	37	14	32	13	15	8	16	10	16	0	1	1,850	80,000	
585	Thompsonville...	do.	5	3	46	50	29	34	16	28	13	14	10	12	1	0	1,500	11,500	
586	Torrington...	do.	4	1	11	19	12	11	10	6	8	12	8	12	3	4	340	38,853	
587	Unionville...	do.	4	2	40	40	18	38	14	23	14	26	0	8	0	8	200	26,500	
588	Washington Depot...	do.	3	1	9	10	10	3	2	8	3	47	73	42	08	17	0	1,000	138,500
589	Waterbury...	do.	4	12	107	133	108	122	67	93	47	73	42	08	17	0	1,000	138,500	
590	Waterbury High School...	do.	4	1	16	17	14	10	5	5	1	7	0	4	0	1	350	35,400	
591	West Hartford...	do.	4	1	16	21	11	20	12	12	2	11	2	11	2	1	750	50,750	
592	Westport...	do.	4	1	16	21	11	20	12	12	2	11	2	11	2	1	750	50,750	
593	Westport High School...	do.	4	1	16	21	11	20	12	12	2	11	2	11	2	1	750	50,750	
594	Wethersfield...	do.	4	1	16	21	11	20	12	12	2	11	2	11	2	1	750	50,750	
595	Willamantic...	do.	4	4	67	56	34	48	21	45	25	26	22	21	5	6	1,400	110,000	
596	Windsor...	do.	4	0	67	56	34	48	21	45	25	26	22	21	5	6	1,400	110,000	
597	Windsor Locks...	do.	4	0	67	56	34	48	21	45	25	26	22	21	5	6	1,400	110,000	
598	Woodbury...	do.	3	1	10	13	14	15	6	11	7	7	2	9	3	1	500	41,000	
599	Delaware City...	do.	3	1	3	6	3	6	3	3	3	3	3	3	3	3	30	2,000	
600	Delmar...	do.	4	1	14	25	12	14	4	3	1	1	1	1	1	1	150	15,750	
601	Dover...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	
602	Felton...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	
603	Georgetown...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	
604	Greenwood...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	
605	Henry Clay...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	
606	Laurel...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	
607	Lewes...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	
608	Middletown...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	
609	Milford...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	
610	Millsboro...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	
611	Milton...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	
612	Newark...	do.	3	1	10	9	4	5	2	3	1	4	1	4	3	0	100	11,000	

Includes students in fifth year.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
DELAWARE—CON.																					
613	New Castle.....	M. M. Fryer.....	Dist.....	4	1	3	2	16	4	10	1	8	4	3	4	3	4	0	300	\$4,300	
614	Ocean View.....	Everett H. Richards.....	County.....	2	2	0	9	5	3	3	—	—	—	—	3	2	1	1	50	4,400	
615	Smyrna.....	Alex. L. Harrington, Jr.....	Dist.....	4	1	2	16	12	3	7	3	3	3	10	1	7	0	7	141	14,200	
616	do.....	Lincaus B. Earhart.....	do.....	4	1	2	12	8	2	5	2	10	3	4	3	4	4	50	31,000		
617	Wilmington.....	A. H. Berlin.....	Dept.....	4	8	26	220	260	150	101	63	76	46	75	33	51	6	5	250	238,519	
618	do.....	Miss Edwina B. Kruse.....	do.....	4	3	5	10	22	6	11	5	11	4	7	1	6	1	1	—	—	
DISTRICT OF COLUMBIA.																					
619	Washington.....	Wilson B. Evans.....	Dept.....	4	23	14	123	197	89	105	51	90	29	26	28	36	4	2	921	130,000	
620	do.....	Allan Davis.....	do.....	2-4	14	34	235	517	113	184	32	49	27	28	58	77	7	1	1,000	273,000	
621	do.....	Ernest High School.....	do.....	4	17	35	139	251	121	255	107	165	69	122	63	117	13	20	5,500	263,363	
622	do.....	Willard S. Small.....	do.....	4	9	16	70	119	26	78	50	51	20	53	16	51	9	11	3,616	—	
623	do.....	McKinley Manual Tr. S.	do.....	4	23	30	325	365	246	74	126	63	78	63	67	13	19	14	—	774,000	
624	do.....	Frank C. Daniel.....	do.....	4	22	15	100	204	65	145	41	117	23	50	22	69	12	12	2,843	—	
625	do.....	Edward C. Williams.....	do.....	4	4	23	82	137	58	111	54	78	40	54	31	41	21	13	2,120	—	
FLORIDA.																					
626	Chapman High and Graded School.....	Mrs. Frances N. Clayton.....	County.....	4	0	2	6	9	1	7	1	3	0	4	0	3	0	2	200	—	
627	Apopka.....	Miss E. Emma Dart.....	Dist.....	2	0	2	0	6	4	2	—	—	—	—	4	2	—	—	400	4,400	
628	Aucilla.....	E. S. Hendren.....	do.....	2	1	1	7	5	5	6	—	—	—	—	—	—	—	—	316	2,500	
629	Bradentown.....	George H. Boutelle.....	County.....	4	2	1	6	13	6	8	3	5	4	2	4	2	4	2	300	8,300	
630	Bronson.....	J. H. Selden.....	do.....	4	1	2	4	5	6	7	2	4	3	4	2	0	1	0	60	4,350	
631	Brooksville.....	Guss Wilder.....	do.....	4	1	1	4	6	6	8	2	3	1	3	1	3	0	3	300	14,000	
632	Carabelle.....	William C. Edwards.....	Dist.....	4	4	1	2	0	1	4	2	0	1	0	0	3	0	2	100	1,000	
633	Chipley.....	R. W. Van Druent (1911).....	do.....	4	4	2	0	3	7	1	4	1	0	3	0	3	0	2	180	15,000	
634	Clearwater.....	Arthur W. Calhoun.....	do.....	4	1	1	13	13	4	8	2	5	1	3	1	1	1	1	160	10,000	
635	do.....	M. L. Neel.....	do.....	4	1	1	5	3	5	0	0	0	4	2	0	0	1	0	175	8,900	

Graded School...	Miss Elizabeth Danner...	Crystal River	Crystal River
Pasco County H. S.	W. C. Wimer, Jr.	630	3,100
Wilton County High School	F. J. Rogers	631	260
High School	W. W. Hall	632	23,600
do.	W. W. Hall	633	23,600
do.	Miss Olive Klingberg	634	900
High School (negro)	A. A. Fille	635	100
do.	W. H. Fille	636	18,000
High School	R. M. Dorsey	637	3,000
do.	R. M. Dorsey	638	10,100
Low County High School	R. M. Dorsey	639	40,000
St. Louis County High School	John W. Collins	640	7,000
Graded School	John W. Collins	641	2,000
Fort White	Robert A. Lockette	642	4,420
Union Academy (negro)	James M. Tate	643	2,600
Roberts High School	W. C. Bell	644	20,500
High School	T. C. Hutton	645	2,000
do.	John L. Hoppis	646	10,800
High School (negro)	John L. Hoppis	647	3,400
do.	D. D. Davis	648	4,200
High School	D. Henderson Moore	649	3,400
do.	Joseph P. Naab	650	4,200
do.	F. O. Fender	651	100
Citrus County High School	F. O. Fender	652	15,300
Duval County High School	J. A. Hathaway	653	185,000
High School	S. P. Robinson	654	125,000
Stanton High School (negro)	S. P. Robinson	655	40
do.	A. M. Lester	656	1,900
High School	M. P. Geiger	657	62,000
do.	M. P. Geiger	658	62,000
Dr. Harris High School	Stephen A. Draper	659	300
Oswego County High School	W. M. Evans	660	330
High School	J. H. Fuls	661	12,900
Columbia County H. S.	J. H. Fuls	662	200
do.	Miss Rachel C. Gaines	663	6,200
High School	L. B. Edwards	664	16,000
Suwannee County H. S.	Miss Kathryn Farrar	665	1,500
High School	W. B. Cate	666	42,000
High School	H. J. Kendall	667	25
Jackson County H. S.	H. J. Kendall	668	5,060
High School	W. R. Owen, Jr.	669	150
Washington, Graded and	W. R. Owens, Jr.	670	101,500
H. S. (negro)	Mrs. Anna D. Trusler	671	250
High School	J. C. Wimer, Jr.	672	30
do.	T. J. McBeath	673	3,400
do.	W. Wesley Smith	674	5,000
Oakland-Water Garden H. S.	Thomas M. Seawall	675	12
do.	J. D. McCall	676	16,000
Howard Academy (negro)	J. W. Simmons	677	50
High School	J. W. Simmons	678	8,800
Palatka	R. W. Van Brunt (912)	679	37,000
High School	R. R. Helms	680	36,200
Palmetto	Robert M. Ray	681	50
High School	C. A. Keith	682	15,100
Graded and High School	Asa B. Clark	683	21,500
Gadsden County H. S.	S. H. Glazier	684	26,500
High School	Thodore D. Culp	685	32,000
Graded and High School	J. M. Guilliams	686	1,150
High School	J. M. Guilliams	687	300
St. Augustine	J. M. Guilliams	688	65,000
St. Petersburg	J. M. Guilliams	689	8,900
High School	J. M. Guilliams	690	1,303
do.	J. M. Guilliams	691	8,900
do.	J. M. Guilliams	692	1,303
do.	J. M. Guilliams	693	8,900
do.	J. M. Guilliams	694	1,303
do.	J. M. Guilliams	695	8,900
do.	J. M. Guilliams	696	1,303
do.	J. M. Guilliams	697	8,900
do.	J. M. Guilliams	698	1,303
do.	J. M. Guilliams	699	8,900
do.	J. M. Guilliams	700	1,303
do.	J. M. Guilliams	701	8,900
do.	J. M. Guilliams	702	1,303
do.	J. M. Guilliams	703	8,900
do.	J. M. Guilliams	704	1,303
do.	J. M. Guilliams	705	8,900
do.	J. M. Guilliams	706	1,303
do.	J. M. Guilliams	707	8,900
do.	J. M. Guilliams	708	1,303
do.	J. M. Guilliams	709	8,900
do.	J. M. Guilliams	710	1,303
do.	J. M. Guilliams	711	8,900
do.	J. M. Guilliams	712	1,303
do.	J. M. Guilliams	713	8,900
do.	J. M. Guilliams	714	1,303
do.	J. M. Guilliams	715	8,900
do.	J. M. Guilliams	716	1,303
do.	J. M. Guilliams	717	8,900
do.	J. M. Guilliams	718	1,303
do.	J. M. Guilliams	719	8,900
do.	J. M. Guilliams	720	1,303
do.	J. M. Guilliams	721	8,900
do.	J. M. Guilliams	722	1,303
do.	J. M. Guilliams	723	8,900
do.	J. M. Guilliams	724	1,303
do.	J. M. Guilliams	725	8,900
do.	J. M. Guilliams	726	1,303
do.	J. M. Guilliams	727	8,900
do.	J. M. Guilliams	728	1,303
do.	J. M. Guilliams	729	8,900
do.	J. M. Guilliams	730	1,303
do.	J. M. Guilliams	731	8,900
do.	J. M. Guilliams	732	1,303
do.	J. M. Guilliams	733	8,900
do.	J. M. Guilliams	734	1,303
do.	J. M. Guilliams	735	8,900
do.	J. M. Guilliams	736	1,303
do.	J. M. Guilliams	737	8,900
do.	J. M. Guilliams	738	1,303
do.	J. M. Guilliams	739	8,900
do.	J. M. Guilliams	740	1,303
do.	J. M. Guilliams	741	8,900
do.	J. M. Guilliams	742	1,303
do.	J. M. Guilliams	743	8,900
do.	J. M. Guilliams	744	1,303
do.	J. M. Guilliams	745	8,900
do.	J. M. Guilliams	746	1,303
do.	J. M. Guilliams	747	8,900
do.	J. M. Guilliams	748	1,303
do.	J. M. Guilliams	749	8,900
do.	J. M. Guilliams	750	1,303
do.	J. M. Guilliams	751	8,900
do.	J. M. Guilliams	752	1,303
do.	J. M. Guilliams	753	8,900
do.	J. M. Guilliams	754	1,303
do.	J. M. Guilliams	755	8,900
do.	J. M. Guilliams	756	1,303
do.	J. M. Guilliams	757	8,900
do.	J. M. Guilliams	758	1,303
do.	J. M. Guilliams	759	8,900
do.	J. M. Guilliams	760	1,303
do.	J. M. Guilliams	761	8,900
do.	J. M. Guilliams	762	1,303
do.	J. M. Guilliams	763	8,900
do.	J. M. Guilliams	764	1,303
do.	J. M. Guilliams	765	8,900
do.	J. M. Guilliams	766	1,303
do.	J. M. Guilliams	767	8,900
do.	J. M. Guilliams	768	1,303
do.	J. M. Guilliams	769	8,900
do.	J. M. Guilliams	770	1,303
do.	J. M. Guilliams	771	8,900
do.	J. M. Guilliams	772	1,303
do.	J. M. Guilliams	773	8,900
do.	J. M. Guilliams	774	1,303
do.	J. M. Guilliams	775	8,900
do.	J. M. Guilliams	776	1,303
do.	J. M. Guilliams	777	8,900
do.	J. M. Guilliams	778	1,303
do.	J. M. Guilliams	779	8,900
do.	J. M. Guilliams	780	1,303
do.	J. M. Guilliams	781	8,900
do.	J. M. Guilliams	782	1,303
do.	J. M. Guilliams	783	8,900
do.	J. M. Guilliams	784	1,303
do.	J. M. Guilliams	785	8,900
do.	J. M. Guilliams	786	1,303
do.	J. M. Guilliams	787	8,900
do.	J. M. Guilliams	788	1,303
do.	J. M. Guilliams	789	8,900
do.	J. M. Guilliams	790	1,303
do.	J. M. Guilliams	791	8,900
do.	J. M. Guilliams	792	1,303
do.	J. M. Guilliams	793	8,900
do.	J. M. Guilliams	794	1,303
do.	J. M. Guilliams	795	8,900
do.	J. M. Guilliams	796	1,303
do.	J. M. Guilliams	797	8,900
do.	J. M. Guilliams	798	1,303
do.	J. M. Guilliams	799	8,900
do.	J. M. Guilliams	800	1,303

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
FLORIDA—contd.																				
686	Sanford.....	N. J. Perkins.....	Dist.....	4	2	3	13	30	7	18	4	15	6	9	1	4	1	1	400	\$38,000
687	Seabreeze.....	Homer E. Wakefield.....	do.....	4	1	1	4	5	2	5	0	1	1	1				97	5,200	
688	Starke.....	B. B. Lane.....	County.....	4	1	2	6	2	3	5	5	4	2	3	0	3		200	5,400	
689	Tallahassee.....	John G. Riley.....	do.....	4	2	0	1	8	2	4	4	2	0	4	0	4	0	3	50	9,000
690	Tampa.....	Ernest L. Robinson.....	do.....	4	3	5	52	64	30	47	21	29	9	20	9	15	8	9	800	14,000
691	Tarpon Springs.....	Harry Shaw.....	Dist.....	2	1	0	2	6	2	2	0	0	0	0	0			150	3,000	
692	Trilby (R. F. D. 1).....	Alston Wise.....	do.....	4	1	0	8	9	0	2	0	0	0	0				850	950	
693	Waldo.....	P. O. Williams.....	do.....	4	1	1	0	2	4	5	0	2	1	3	0	3	0	208	6,500	
694	Wauchula.....	R. G. Shaver.....	do.....	4	2	1	10	8	2	6	2	1	1	2	0	1	2	200	23,000	
695	Webster.....	Glenn Terrell.....	County.....	4	1	1	12	2	3	3	2	6	7	2	2	2	2	600	5,175	
696	Westville.....	L. R. Moore.....	Dist.....	2	2	0	12	7	3	1					2	0	2	2	2,800	
697	Williston.....	M. E. Martin.....	do.....	2	1	0	8	8	4	1					4	1	4	1	100	4,500
698	Woodville.....	R. W. Rivers.....	do.....	4	1	0	10	14	8	6	0	0	0	0			150	2,500		
GEORGIA.																				
699	Abbeville.....	H. J. Hayes.....	do.....	3	1	1	7	9	4	9	0	1			0	1	0	1	110	15,700
700	Adel.....	Miss Ella Brown.....	Twp.....	3	1	2	11	8	4	3	1	5			1	4	2	2	320	15,000
701	Albany.....	R. E. Smither.....	Dept.....	3	3	3	9	22	11	11	10	9			1	4	2	2	300	25,600
702	Alma.....	O. W. Johnson.....	Dist.....	4	1	1	5	7	3	4	2	3	2	3	2	3			300	15,000
703	Americus.....	J. N. Haddock.....	Dept.....	4	6	0	24	35	13	24	11	20	4	14	4	14	2	5	500	37,000
704	Americus (R. F. D. 4).....	J. M. Culum.....	State.....	4	5	2	47	12	45	13	16	1	10	4	10	4	6	2	500	65,000
705	Arabi.....	J. D. Nash.....	Twp.....	3	1	1	3	4	4	6	0	2			0	2			4	4,750
706	Arlington.....	H. S. Bowden.....	Dist.....	4	1	1	8	4	4	4	3	15	4	4	1	2	1	2	50	3,500
707	Ashburn.....	C. H. Bishop.....	do.....	3	2	1	13	9	4	2	1	5	4		1	5	1	3	950	40,000
708	Athens.....	E. B. Mell.....	Dept.....	4	2	5	28	36	18	26	18	15	12	9	12	8	11	2	2,000	52,000
709	Atlanta.....	W. F. Dykes.....	do.....	2-4	11	0	167	0	111	0	52	0	0	0	0	16	0	1	1,000	51,400
710	do.....	Mrs. A. T. Wise.....	do.....	3	0	7	0	103	0	59	0	33			0	19		600	12,000	
711	do.....	Miss Nettie C. Sargent.....	do.....	4	0	20	0	257	0	188	0	121	0	72	0	72	0	7		

[illegible]

Changed from 3-year to 4-year course since 1911.

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
GEORGIA—contd.																				
759	Danville.....	Miss Sallie M. Duggan.	County.	3	0	2	1	2	3	2	1	2			0	2	0	2	85	\$1,400
760	Darien.....	Mrs. David S. Sinclair.	Dist.	3	0	2	2	3	2	0	3	3			2	3			117	3,500
761	De xter.....	Irving L. Llewellyn.	County.	3	1	0	4	7	0	0	0	0			0	0	2	24	18,000	
762	Doerun.....	L. S. Dismuke.	Twp.	3	4	1	18	10	45	15	22	8	8	3	4	2	4	500	135,000	
763	Douglas.....	C. W. Davis.	State.	3	2	1	10	10	6	6	2	0			0	0	0	550	8,850	
764	Douglasville.....	A. H. Stephens (1912).	Dist.	3	2	1	20	30	12	28	6	14	3	6	3	5	1	2	200	65,500
765	Dublin.....	N. G. Bartlett.	Dist.	4	2	1	14	15	12	13	6	7	0	4	0	4	0	4	200	50,500
766	Eastman.....	Needham W. Hurst.	Twp.	4	2	1	14	16	3	18					2	7	1	5		
767	East Point.....	G. W. Anderson.	Dist.	2	1	1	3	13	3	16	5	9			2	8	2	3	1,000	15,700
768	Eatonville.....	W. D. Reid, A. B.	County.	3	2	1	6	7	4	1	1	3			1	3	0	2	150	6,100
769	Eatonville (R. F. D. 5).	F. G. Branch.	County.	3	2	1	0	7	4											
770	Edison.....	C. W. Marchman.	County.	3	1	1	3	10	3	12	1	9			1	9	1	8	25	12,500
771	Edison (R. F. D. 2).	Miss Arline Newton.	County.	3	2	0	0	3	2	2	3	0			3	0			2,260	
772	Elberton.....	Theo. Rumble.	Dist.	3	3	0	16	20	13	16	7	10			6	4				
773	Ellaville.....	Paul Blackwell.	County.	3	1	0	2	3	1	3	0	0	0	0	2	4				
774	Ellaville (R. F. D. 2).	R. J. Perry.	County.	3	1	1	2	3	2	3	0	0			0	0			40	900
775	Ellijay.....	Isaac W. Hughes.	Dist.	3	2	0	5	5	5	6	3	0	0	1					700	10,300
776	Elton (R. F. D. 1).	C. W. Hayes.	County.	4	2	0	6	4	3	7	0	0							24	3,080
777	Faceville.....	John G. Galbraith.	County.	3	1	0	1	4	3	7	0	0			1	2			100	2,900
778	Fairburn.....	C. O. Stubbs, A. M.	County.	3	3	1	14	9	10	9	2	4								
779	Fairfax.....	J. K. Callahan.	County.	3	1	0	5	2	3	2	0	1			3				13	800
780	Fish.....	Edward L. Shuler.	County.	2	4	0	5	5	4	6										
781	Fitzgerald.....	H. B. Ritchie.	Dist.	4	2	2	21	28	10	11	5	8	4	8	3	8	3	8	600	40,100
782	Flovilla.....	George W. Threlkel.	Twp.	3	3	1	9	6	3	3	1	0			0	1			25	1,150
783	Forxville.....	James W. Mosley.	County.	3	3	1	10	14	16	13	7	11			3	0			300	7,000
784	Fort Gaines.....	J. B. Jackson.	Dist.	3	3	1	5	3	1	8	1	7			0	2			350	10,000
785	Gainesville.....	F. D. Kenyon.	Dist.	3	3	1	33	41	19	23	14	19			11	17	2	5	400	60,200
786	Gilard.....	W. B. Lovett.	County.	3	3	1	2	3	3	5	2	8			2	8			123	8,500
787	Glennville.....	J. N. Robinson.	Twp.	3	1	0	8	20	1	0					0	4				
788	Granite Hill.....	R. L. Nixon.	State.	4	2	2	12	2	8	2	0	13	0	7	3	7	2	3		50,200

[illegible]

TABLE 37.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
GEORGIA—cont'd.																						
833	Montezuma.....	J. M. Richardson.....	Dist....	3	1	2	7	5	6	8	3	5			2	5	1	2	200	\$14,000		
839	Monticello.....	E. N. Reynolds.....	do.....	3	2	2	18	20	18	6	3	4	7		4	7	4	6	750	10,750		
840	Moreland.....	A. H. Wyatt.....	do.....	3	1	1	13	10	3	1	0	1			0	1	0	1		9,000		
841	Moultrie.....	C. J. Sawyer.....	do.....	3	2	2	13	16	11	9	6	7			6	7	2	1	250	52,500		
842	do.....	L. S. Wingfield.....	do.....	4	4	2	12	12	8	3	6	5	0	6						1,200		
843	High School (negro).....	J. F. Wood.....	do.....	3	1	1	10	12	3	5	2	3			1	3	1	3	75	1,650		
844	Nashville.....	H. B. Robertson.....	do.....	3	2	1	6	8	3	4	3	6			3	6	2	5	223	5,250		
845	Newnan.....	A. N. Proctor.....	Dept....	3	2	2	28	21	7	20	2	2			2	7	1	5	50	10,000		
846	Nicholls.....	F. M. Hunter.....	Twp....	3	1	1	12	10	4	6	7	4			2	1						
847	Norcross.....	R. B. Brewton.....	Dist....	3	1	1	7	13	5	8	3	8			3	1	1		250	25,000		
848	Ocella.....	J. J. York, supt.....	do.....	4	4	4	12	16	5	8	2	1			2	1			4,200	4,200		
849	Palmetto.....	J. D. Bradshaw.....	County	3	2	1	4	5	3	3	2	3			2	3			80	600		
850	Pawnee.....	George C. Nelson.....	County	4	1	0	5	5	4	3	2	3			2	3			40			
851	Pavo.....	J. C. Seary.....	Dist....	3	1	1	8	5	5	4	3	4	2	4			0	4	225	27,000		
852	Pelham.....	T. H. Wilkinson.....	do.....	3	1	1	21	7	8	1	2	8			2	5	2	2	225	27,000		
853	Pinehurst.....	R. L. Burch.....	do.....	3	1	1	7	10	5	12	2	4			2	4	1	0	120	10,500		
854	Pine Log.....	J. D. Blackwell.....	County	3	1	0	7	5	2	2	7	0							150	3,700		
855	Pineview.....	J. H. Ware (1911).....	Twp....	3	1	0	7	10	2	8	0	3							160	4,700		
856	Plains.....	N. R. Blackman.....	Dist....	3	1	0	8	4	5	8	0	5			2	4	2	4	500	4,200		
857	Porterdale (R. F. D. 2).....	J. O. Martin.....	do.....	3	1	1	10	6	4	6	0	2			0	2	0	2		1,200		
858	Powder Springs (R. F. D. 2).....	H. R. Hunt.....	State....	4	4	3	30	20	30	25	12	10	8	8	8	8	4	3	100	51,500		
859	Quitman.....	W. M. Rogers.....	Dist....	3	2	0	8	9	8	1	6	5			1	6	5	5		11,000		
860	Reynolds.....	John W. Bloodworth.....	do.....	3	2	0	6	8	11	12	3	5			3	5	3	6	212	10,750		
861	Richland.....	Paul Monroe.....	Twp....	4	2	0	14	17	6	12	3	6	1	1	1	4	1	1	50	16,000		
862	Roberta.....	J. F. Dickey.....	Dist....	3	1	1	14	14	10	12	5	6			1	4	6	4		3,500		
863	Rochelle.....	James C. Estes.....	do.....	3	2	1	4	9	3	8	5	5			2	3	1	0	350	10,200		
864	Rome.....	Walter P. Jones.....	Dept....	4	2	3	30	50	15	25	7	25	2	14	2	14	0	8	400	8,200		
865	do.....	L. B. Brown.....	do.....	2	1	2	2	17	3	14					3	7	3		150	15,000		
866	Rowell.....	J. T. Roberts.....	Dist....	2	1	0	4	2	3	3					3	3			13	2,150		

867	Round Oak...	do.	do.	3	1	0	2	4	2	4	0	2	1	0	2	0	2	150	3,500
868	Rocky-Mon...	do.	do.	3	1	1	6	12	6	0	2	0	1	2	0	0	8	14,000	
869	Rockersville	do.	do.	3	1	2	10	20	0	18	1	11	0	0	7	0	4	21,000	
870	Roanoke	do.	do.	3	1	1	8	20	0	2	3	6	0	0	0	0	250	11,000	
871	Rhineham	Institute	do.	3	1	1	5	10	7	14	4	0	0	0	0	0	500	6,500	
872	Shelburne (R. F. D. 4)	Martin's Academy	Dist.	3	1	1	5	10	7	14	4	0	0	0	0	0	500	3,020	
873	Shiloh	High School	do.	2	0	2	4	3	2	3	2	4	0	2	2	0	50	6,250	
874	Smithville	do.	do.	3	1	0	10	9	8	10	3	3	0	0	1	0	125	12,400	
875	Social Circle	do.	do.	3	2	0	17	17	7	15	4	5	0	0	0	0	181	500	
876	Sparta	Institute	do.	3	1	1	22	25	13	17	3	6	0	2	6	0	200	26,800	
877	Statesboro	High School	do.	3	1	1	3	4	0	2	0	3	0	0	0	0	100	8,075	
878	Statham	do.	do.	3	1	0	7	2	1	4	3	2	0	0	0	0	100	10,000	
879	Stillmore	do.	do.	3	1	0	5	6	2	3	2	1	0	0	0	0	500	1,150	
880	Stinson	do.	do.	3	1	0	4	6	2	4	0	2	0	0	0	0	450	14,000	
881	Stone Mountain	do.	do.	2	1	0	12	11	10	17	5	3	0	2	3	0	300	15,600	
882	Suwaneeville	do.	do.	3	1	1	6	15	6	10	2	7	0	1	5	1	350	12,000	
883	Swainsboro	do.	do.	3	1	0	10	15	7	10	2	14	0	2	13	0	250	25,000	
884	Sylvania	McPhaul Institute	Dist.	3	2	0	8	15	0	0	0	0	0	0	0	0	225	20,200	
885	Swanton	High School	do.	3	1	0	11	18	6	4	13	3	7	3	1	4	10	2,700	
886	Tallapoosa	Institute	do.	4	1	2	11	15	8	12	5	7	1	4	1	3	350	16,400	
887	Taylorsville	do.	do.	4	1	0	22	24	25	16	1	3	0	1	3	1	800	61,500	
888	Tennille	do.	do.	3	1	0	22	18	11	11	10	5	2	5	2	5	1,000	10,300	
889	Thomas	do.	do.	4	2	3	12	18	11	11	10	5	2	5	2	5	28,000		
890	Thomasville	do.	do.	4	2	3	34	20	29	17	21	6	6	4	1	3	79,000		
891	Thomson	do.	do.	4	2	3	6	9	0	0	0	0	0	0	0	0	150	7,000	
892	Thomson	do.	do.	4	2	3	10	11	10	10	1	3	0	1	3	1	225	9,000	
893	Thomson	do.	do.	4	2	3	20	38	11	39	8	24	3	2	4	0	25	16,000	
894	Thomson	do.	do.	4	2	3	6	13	7	5	15	3	6	1	6	11	1,300	32,000	
895	Thomson	do.	do.	4	2	3	12	20	0	0	0	0	0	0	0	0	300	20,250	
896	Thomson	do.	do.	4	2	3	12	20	0	0	0	0	0	0	0	0	1,800	16,000	
897	Thomson	do.	do.	4	2	3	17	18	15	4	9	2	1	1	1	0	200	16,000	
898	Thomson	do.	do.	4	2	3	12	20	0	0	0	0	0	0	0	0	250	2,800	
899	Thomson	do.	do.	4	2	3	19	42	9	22	14	17	5	2	5	2	8,400	35,300	
900	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
901	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
902	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
903	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
904	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
905	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
906	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
907	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
908	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
909	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
910	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
911	Thomson	do.	do.	4	2	3	13	10	8	11	7	13	5	2	5	2	1,000	3,300	
912	Bellevue	High School	Dist.	4	2	2	12	13	8	7	6	5	4	8	4	6	4	26,000	
913	Blackfoot	do.	do.	4	3	3	31	42	11	17	7	9	4	5	2	1	700	195,000	
914	Boise	do.	do.	4	13	15	86	124	98	61	50	63	36	29	56	10	20	195,000	

IDAHO.

912	Bellevue	High School	Dist.	4	2	2	12	13	8	7	6	5	4	8	4	6	4	3	26,000
913	Blackfoot	do.	do.	4	3	3	31	42	11	17	7	9	4	5	2	1	700	195,000	
914	Boise	do.	do.	4	13	15	86	124	98	61	50	63	36	29	56	10	20	195,000	

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.	High-school students.										Graduates in 1911.	Graduates in past college.		Value of property.		
						Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.	20	21
								Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
IDAHO—continued.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
915 Bonners Ferry...			D. B. Reardon.	Dist.	3	1	1	5	5	5	7	2	2	2	2	2	2	2	2	800	\$15,000
916 Burke...			W. G. Alway.	do.	4	1	1	4	4	3	2	2	2	2	2	2	2	2	2	800	35,000
917 Caldwell...			E. T. Lakin.	do.	4	2	3	20	30	15	20	15	20	5	9	5	9	4	5	500	40,000
918 Cambridge...			Miss Isabel M. White.	do.	4	0	2	5	10	4	4	1	0	0	0	0	0	0	0	80	5,000
919 Coeur d'Alene.			J. V. Buck.	Dist.	4	4	5	25	26	26	25	22	23	11	21	9	18	9	18	150	62,500
920 Cottonwood.			Hartzell Cable.	do.	3	1	1	3	4	4	2	4	2	1	2	1	2	1	2	200	5,200
921 Culleset.			Do.	do.	4	2	1	7	6	1	6	1	2	1	2	1	2	1	2	235	8,200
922 Emmet.			Wanted High School.	do.	4	1	2	13	16	9	11	4	3	1	4	3	3	3	3	230	8,000
923 Genesee.			Do.	do.	4	2	2	13	16	11	14	3	5	3	3	3	3	3	3	900	6,000
924 Grangeville.			Do.	do.	4	2	2	15	4	4	4	2	1	1	1	1	1	1	1	600	26,500
925 Hailey.			W. I. Weaver.	do.	4	2	2	3	15	4	4	2	1	1	1	1	1	1	1	100	30,000
926 Harrison.			J. D. Hutton.	do.	4	1	1	3	4	4	4	2	1	1	1	1	1	1	1	1,200	15,000
927 Idaho Falls.			Benj. R. Randall.	do.	4	0	3	26	47	12	22	3	9	5	11	5	11	4	7	1,200	8,000
928 Juliaetta.			W. E. R. Smith.	do.	2	1	0	6	9	3	0	3	0	0	0	0	0	0	2	300	6,100
929 Kendrick.			J. P. Harackman.	do.	2	2	0	9	9	4	4	3	3	0	0	0	0	0	0	300	6,100
930 Lapwai.			John H. Moore.	do.	4	3	0	38	43	25	13	1	0	0	0	0	0	0	0	68	50
931 Lewiston.			Joel Venier.	Dept.	4	5	7	6	18	3	8	3	4	0	0	0	0	0	1	1,200	55,000
932 Maed.			E. F. Decker.	Dist.	4	1	0	6	1	1	1	2	2	1	1	1	1	1	1	600	45,000
933 Mahd.			Do.	do.	4	3	2	11	19	11	8	4	7	2	2	2	2	2	1	500	22,000
934 Meridian.			F. C. Freley.	do.	4	4	3	2	0	0	1	2	0	0	0	0	0	0	0	1,000	1,200
935 Midvale.			T. M. Reese.	do.	4	1	0	4	3	0	1	2	0	0	0	0	0	0	0	1,000	27,500
936 Montpelier.			Charles Eichelberger.	do.	2	1	1	38	37	18	26	10	13	7	11	7	11	4	5	1,100	27,500
937 Moscow.			J. R. Hansen.	do.	4	3	4	10	24	9	15	4	8	4	0	4	0	2	2	1,500	30,000
938 Mountain Home.			Chas. A. Montandon.	do.	4	3	0	6	11	6	3	2	2	5	1	4	0	2	0	1,500	32,000
939 Mullan.			J. A. Nelson.	do.	4	1	1	30	39	16	27	7	14	2	7	2	7	1	3	779	76,500
940 Nampa.			C. A. Strong.	do.	3	1	1	8	6	2	1	0	2	0	2	0	2	0	0	250	8,800
941 New Plymouth.			L. C. McMahon.	do.	4	2	1	11	14	6	12	3	5	3	0	3	0	1	1	200	10,500
942 Nezperce.			L. A. Zimmerman.	do.	4	1	1	8	9	8	4	2	0	0	0	0	0	0	0	368	12,000
943 Orofino.			George F. Corow.	do.	4	1	1	10	4	7	3	2	1	1	1	1	1	1	2	420	8,150
944 Parma.			J. E. Turner.	do.	4	3	3	31	33	22	32	19	10	11	11	12	11	12	4	500	40,000
945 Payette.			Do.	do.	4	4	3	31	33	22	32	19	10	11	11	12	11	12	4	500	40,000

940	Pocatello.....	Miles F. Reed, pres.	4	10	4	65	00	40	43	30	20	20	18	12	8	0	4	5,400	226,000
941	do.....	Henry N. Fortna	4	8	3	14	22	16	16	9	9	2	15	0	14	0	10	1,000	191,000
942	Post Falls.....	B. E. King	4	1	3	6	5	5	4	1	2	0	2	0	2		70	40	20,260
943	Potlatch.....	P. E. Lukan	3	1	1	3	5	5	4	0	0	0	0	0			60	20	20,300
944	Reuben.....	Miss Mary Schlarzer	3	0	1	35	28	30	21	0	0	0	0	0	4	0	2	72	29,000
945	Rigby.....	J. W. L. O'Connell	4	1	2	16	9	7	15	4	3	1	3	4	2	2	638	3,150	
946	Rosary.....	Will H. O'Connell	4	1	2	8	14	6	7	2	4	1	3	4	2	2	2	638	27,000
947	Saint Anthony.....	Miss Grace Pearson	4	2	3	6	12	9	12	6	4	3	3	0	3	3	2,000	53,800	
948	Salmon.....	Freeman Daughters	4	1	3	6	10	9	7	5	4	3	3	2	0	2	1,000	71,900	
949	Sandpoint.....	Miss Ruth Gallagher	4	1	3	2	9	2	5	4	3	3	3	2	1	1	1,000	62,800	
950	Shoshone.....	Miss Agnes Farnsworth	1	0	1	2	9	2	5									3,500	
951	Soda Springs.....	Paul S. Kanitz	2	1	1	4	9	3	3	1	3	0	0				110	36,800	
952	Spirit Lake.....	O. D. Carper	4	1	1	6	9	3	3	1	4	0	0				200	10,600	
953	Star.....	G. N. Stolt	3	1	1	3	4	6	7	1	4	1	1	2	1	3	300	12,050	
954	Troy.....	H. W. Jones	3	1	1	30	40	13	23	20	23	8	10	8	10	3	210	75,600	
955	Twin Falls.....	H. W. Jones	4	1	1	3	6	13	3	0	0	0	0	0	0	0	60	15,300	
956	Vollmer.....	Griffin Jones	4	1	1	18	14	13	18	9	11	4	3	0	2	2	900	48,000	
957	Wallace.....	Bruce E. Miliken	4	3	3	12	11	2	8	4	0	8	0	0	0	0	800	18,250	
958	Wardner.....	Miss Madge Vandeburff	2	3	3	22	30	13	24	14	22	7	9	7	9	4	752	29,600	
959	Weiser.....	Robert B. Raup	4	2	3														
ILLINOIS.																			
966	Abingdon.....	Webster B. Rose	4	2	4	19	30	14	15	4	8	11	13	11	12	6	6	250	20,800
967	Adeline.....	N. H. Grossman	3	1	0	4	7	3	1	0	0	0					100	6,100	
968	Albany.....	F. A. Bell	3	1	0	3	1	4	3	4	3	4	3	4	3	2	1	160	3,600
969	Albion.....	O. E. Overn	4	2	1	10	9	7	11	5	8	4	2	4	1	3	0	345	1,350
970	Alledo.....	Miss Ida H. Way	4	0	4	28	23	12	10	8	15	9	13	9	10		1,300	26,600	
971	Alexis.....	T. E. Savage	4	2	1	9	11	3	1	3	7	3	5	3	6		150	16,000	
972	Allerton.....	J. H. Stambaugh	2	1	0	2	5	1	1	1	1	1	1	1	1	1	800	3,700	
973	Alma.....	T. B. McCartan	3	1	0	6	0	0	0	7	2	3	2	2	2	1	200	20,500	
974	Alpha.....	R. B. Morgan	4	3	0	6	6	2	4	8	2	5	3	8	3	1	400	23,900	
975	Alhambra.....	Harry Lilly	4	3	0	4	6	9	8	3	2	3	2	2	2	1	1,475	62,600	
976	Alton.....	B. C. Richardson	4	4	10	50	61	41	64	25	42	19	40	13	33	3	1	80	3,500
977	Altona.....	Joseph V. Harris	3	1	0	6	7	4	9	4	3	5	6	11	6	1	200	10,300	
978	Amboy.....	Miss Nina Robinson	4	1	2	8	13	9	11	5	5	6	11	6	5	8	800	40,000	
979	Anna.....	Charles A. McGinnis	4	2	2	4	8	13	9	11	5	0	3	6	5	3	400	4,300	
980	Annapa.....	F. H. Craven	3	1	0	4	6	6	0	2	0	2	0	0			140	6,200	
981	Antioch.....	Frank S. Espey (1912)	4	1	0	6	6	0	0	2	0	2	4	2	4	1	188	6,200	
982	Apple River.....	D. S. Gishwiler	3	1	0	5	34	7	1	2	4	11	5	4	4	1	400	20,400	
983	Arcola.....	Miss Imogene Shade	4	2	0	6	5	1	2	2	5	1	0	3	2	1	115	20,100	
984	Arenzville.....	G. M. Burrus	4	2	0	6	5	1	2	2	5	1	0	3	2	1	675	1,550	
985	Argenta.....	W. F. Heinle	2	1	0	4	12	3	4	6	3	5	1	4	1	4	200	14,300	
986	Arlington.....	D. W. Gamble	4	1	3	5	12	4	3	3	2	9	0	0	1	1	350	7,200	
987	Arrowsmith.....	Arthur C. Boyce	4	1	1	4	2	0	4	0	0	0	1	9	1	5	270	10,040	
988	Arrowsmith.....	Frank S. Espey (1911)	4	1	1	9	7	7	8	5	4	1	9	1	5	1	350	30,300	
989	Arush.....	R. H. Perrott	4	2	1	9	7	7	2	4	3	5	6	2	5	0	220	12,250	
990	Ashkum.....	Bert Lester	2	1	0	4	2	14	7	10	4	3	5	6	3	3	687	23,500	
991	Ashland.....	Miss Fannie Gillan	4	1	2	2	9	2	9	0	4	4	0	0	4	1	75	3,400	
992	Ashley.....	T. E. Allen	3	1	0	3	9	2	3	1	6	1	0	1	6	1	335	12,000	
993	Ashmore.....	E. E. Mitchell	3	1	0	8	10	0	3	1	6	1	0	1	1	1			

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teach-ers.		High-school students.								Gradu-ates pre-ates in pared for college.		Volumes in library.	21			
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.					
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
ILLINOIS—cont'd.																					
994	Assumption.....	H. G. Spear.....	Twp.....	4	1	3	10	11	5	18	5	8	5	7	4	6	.....	.....	300	18,405
995	Athens.....	Powell J. Grosboll.....	Dist.....	3	2	1	8	10	4	9	7	6	.....	.....	0	6	0	5	400	30,800
996	Atlanta.....	Miss Margaret M. Sullivan.....	do.....	4	1	4	7	9	12	11	21	17	4	5	4	5	3	3	141	76,000	
997	Atwood.....	J. W. Madden.....	do.....	4	1	2	5	6	1	0	2	4	2	7	2	7	2	3	250	11,000	
998	Auburn.....	John E. Demmer.....	do.....	4	1	1	5	10	7	5	9	5	1	1	5	1	3	1	398	9,415	
999	Augusta.....	A. E. Decker.....	do.....	4	2	1	10	10	3	6	7	10	4	10	4	2	1	150	10,700		
1000	Aurora.....	M. O. Roark.....	Dept.....	4	5	19	70	72	61	53	40	45	37	46	20	31	6	2,100	55,000		
1001	do.....	Orris O. White.....	do.....	4	5	8	45	37	34	28	14	21	27	29	23	27	14	6	700	80,000	
1002	Ava.....	William Ulshigh.....	Dist.....	3	1	1	6	4	6	3	7	2	6	.....	.....	2	5	1	125	11,000
1003	Avon.....	Miss Edith Van Winkle.....	do.....	4	1	2	4	9	7	11	4	7	2	6	2	5	1	4	1,300	18,500	
1004	Bardolph.....	Ray E. Simpson.....	do.....	3	1	0	2	4	2	2	1	2	7	6	13	4	12	1	175	2,000	
1005	Barrington.....	Ernest S. Smith.....	do.....	4	1	3	7	7	5	6	1	2	8	3	4	3	4	0	450	1,300	
1006	Barry.....	Charles E. Knechler.....	do.....	4	1	2	12	9	27	8	3	6	4	3	4	3	6	3	250	20,600	
1007	Batavia.....	Miss Clara L. Buswell.....	Dept.....	4	2	4	25	30	18	23	12	10	8	11	8	11	3	500	42,000		
1008	Beaumont.....	H. G. Russell.....	do.....	4	3	5	43	44	14	28	10	20	18	21	18	20	8	6	1,000	60,000	
1009	Beason.....	Miss Florence Bell.....	Dist.....	2	0	1	1	0	4	3	0	0	.....	.....	0	1	.....	50	3,900	
1010	Becher City.....	Guy A. Giddison.....	do.....	2	1	0	3	7	0	4	0	0	.....	.....	.....	.....	.....	210	3,150	
1011	Belle River.....	Orley M. Waters.....	do.....	2	1	0	3	9	3	9	.....	.....	.....	.....	.....	.....	.....	200	5,300	
1012	Bellevue.....	P. M. Bruna.....	Dept.....	4	7	1	44	46	24	27	20	26	17	27	7	11	2	2	600	11,600	
1013	Bellflower.....	F. W. Bruna.....	do.....	4	1	3	10	14	5	10	5	10	0	4	0	4	0	2	500	20,500	
1014	Bellmont.....	Jesse O. Gray.....	Twp.....	2	1	0	3	7	0	0	0	6	12	6	18	3	13	2	250	12,100	
1015	Belvidere.....	Miss Flora Fellows.....	Dept.....	4	1	4	18	26	15	14	6	12	6	18	3	13	2	456	1,850		
1016	do.....	Willard E. Hendrickson (1911).....	Dept.....	4	3	10	33	25	17	24	18	14	13	27	10	21	3	6	200	30,000	
1017	Bement.....	Everett Williams.....	Dist.....	4	1	2	8	9	2	12	7	5	3	4	3	4	3	1	500	11,000	
1018	Bethany.....	C. L. Brewer.....	do.....	3	1	0	4	2	0	6	6	5	.....	.....	6	5	0	100	5,000	
1019	Biggsville.....	A. E. Robinson.....	Twp.....	4	2	2	4	8	3	6	5	7	6	8	4	5	3	735	17,000		
1020	Blandinsville.....	Donald G. Cathcart.....	Dist.....	4	1	1	7	13	3	13	6	10	3	3	3	3	2	0	1,000	27,000	
1021	Bloomington.....	William Walls.....	Dept.....	4	8	11	110	138	79	102	32	49	18	30	18	30	2	0	2,100	90,000	

1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375
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Value of building and grounds not given.

TABLE 25.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.				High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.	Second year.	Third year.	Fourth year.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7			8	9	10	11	12	13	14	15	16	17	18	19	20	21
ILLINOIS—contd.																						
1071	Chatsworth.....	High School.....	Dist.....	4	1	2	William A. Bayler.....		10	9	8	4	2	7	3	3	2	0	1	0	850	\$13,000
1072	Chelasee.....	do.....	do.....	8	1	0	M. V. Lanthorn (1912).....		6	5	4	6	2	1	3	5	1	1	1	0	280	20,260
1073	Chenae.....	do.....	do.....	4	1	8	Miss Maude Fairfield.....		8	12	9	8	0	0	3	5	3	5	1	0	500	25,630
1074	Cherry Valley.....	do.....	do.....	4	0	1	Miss Lillian Powell.....		5	4	2	4	0	4	0	0	0	0	0	0	100	11,800
1075	Chesler.....	do.....	do.....	4	2	2	A. C. Leaswell.....		13	15	6	4	8	10	0	0	5	0	2	0	700	30,500
1076	Cheslerfield.....	do.....	do.....	4	1	0	O. A. Lambie.....		4	5	4	4	0	0	0	0	0	0	0	0	14	30,500
1077	Chicago.....	Albert G. Lyons, Technical H. S.	Do.....	4	47	0	William J. Hogan.....		917	0	438	0	317	0	114	0	107	0	40	0	823	1,000,000
1078	Chicago (Austin Sta.).....	Austin High School.....	do.....	4	13	16	George H. Rockwood.....		139	200	90	100	51	106	90	44	0	0	0	0	0	0
1079	Chicago.....	Bowen James H. H. S.	do.....	4	7	20	Charles I. Parker.....		203	109	95	131	36	57	27	51	25	38	15	10	1,000	575,000
1080	do.....	Caldwell High School.....	do.....	4	8	15	Avon S. Hall.....		91	118	73	90	40	70	20	52	22	23	7	11	1,100	100,000
1081	do.....	Carl Benz H. S.	do.....	2	17	18	Walter F. Stocum.....		309	308	48	128	72	0	75	17	43	10	11	400	500,000	
1082	do.....	Crane Technical H. S.	do.....	4	43	4	William J. Bartholf.....		213	107	203	0	177	0	0	0	0	0	0	0	900	450,000
1083	do.....	Curran (George M. H. S.)	do.....	4	20	35	Thomas C. Hill.....		134	107	68	68	29	34	17	20	13	20	9	3	543	300,000
1084	do.....	Edgewood High School.....	do.....	4	16	32	James E. Armstrong.....		220	252	139	280	82	158	48	104	44	104	40	61	3,000	451,801
1085	do.....	Hyde Park H. S.	do.....	4	10	32	Ibrahim B. Loomis.....		239	308	174	272	98	143	64	143	84	102	40	0	3,000	311,817
1086	do.....	Joseph Medini H. S.	do.....	4	13	18	Albert R. Sabini.....		478	179	77	62	70	42	86	84	32	40	3	2	1,500	.....
1087	do.....	Lake View H. S.	do.....	4	13	28	Edward F. Stearns.....		219	149	108	77	62	35	43	28	20	11	23	43	2,001	.....
1088	do.....	Lake View H. S.	do.....	4	13	28	Benjamin F. Buck.....		254	449	156	175	62	131	51	111	48	131	14	31	3,000	.....
1089	do.....	Marshall High School.....	do.....	4	13	20	George M. Clayberg.....		116	242	50	107	81	41	41	41	29	63	5	0	.....	.....
1090	do.....	Marshall High School.....	do.....	4	10	20	Louis J. Block.....		87	340	47	103	32	104	26	57	0	23	5	0	2,200	.....
1091	do.....	Murray F. Culey Evening H. S.	do.....	1	10	0	Franklin P. Fisk.....		173	74	66	100	48	50	23	74	24	0	0	0	2,363	326,000
1092	do.....	Murray F. Culey H. S.	do.....	4	17	13	Franklin P. Fisk.....		408	37	190	28	127	28	84	132	0	0	17	21	2,016	.....
1093	do.....	Robert A. Waller H. S.	do.....	2	12	43	Oliver S. Westcott.....		165	402	173	227	109	119	84	102	9	10	0	0	1,000	116,000
1094	do.....	Wendell Phillips H. S.	do.....	4	17	43	Spencer R. Smith.....		302	354	173	227	109	119	84	102	9	10	0	0	1,000	116,000
1095	Chicago Heights.....	High School.....	Twp.....	4	4	6	E. L. Boyer.....		37	28	35	11	17	9	10	10	9	0	0	0	1,000	116,000
1096	Chillicothe.....	do.....	do.....	4	4	2	Miss Katherine Seary.....		9	13	14	9	8	11	7	10	9	0	0	0	1,000	116,000
1097	Chillicothe.....	do.....	Dist.....	4	2	12	Miss Helen Booker.....		12	14	9	8	11	7	10	9	0	0	0	0	1,000	116,000
1098	Cleora.....	J. Sterling Morton H. S.	Twp.....	4	7	8	Harry W. Church.....		43	73	23	29	13	12	11	20	10	20	9	10	2,515	150,000
1099	Cleora.....	High School.....	Dist.....	4	1	0	Donald R. Van Petten.....		2	8	3	1	1	0	1	3	1	3	1	0	3,100	30,400
1100	Clayton.....	do.....	do.....	4	1	1	J. W. Morgan.....		6	4	12	3	4	0	1	1	1	4	1	0	1,400	20,400

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.	High-school students.								Grades in 1911.		Grades prepared for college.		Value of property.					
						First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.						
						Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.										
1	2	3	4	5	Men.	Women.	9	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ILLINOIS—contd.																							
151	Elmhurst.....	R. L. Donaker.....	Dist.....	4	3	2	3	2	2	13	11	7	9	3	6	0	8	0	2	0	2	1,500	\$27,000
152	Elmwood.....	Miss Jessie McNabb.....	do.....	4	1	2	4	1	2	4	16	10	10	8	8	2	9	2	4	2	4	800	35,300
153	El Paso.....	W. P. Miller.....	do.....	4	1	3	15	25	14	15	25	14	21	8	10	3	6	3	9	3	4	250	15,900
154	Emden.....	E. H. Lukenbill.....	do.....	2	1	0	2	4	4	2	4	4	4	3	1	1	1	1	1	1	1	60	3,000
155	Enfield.....	J. C. Irvine.....	do.....	2	1	0	6	6	6	1	1	1	1	1	1	1	1	1	1	1	1	20	3,000
156	Erie.....	Miss Emma R. Scott.....	do.....	4	1	1	4	5	0	4	5	0	4	4	1	7	2	0	0	0	0	100	18,000
157	Eureka.....	Guy R. French.....	do.....	4	4	2	1	1	1	9	8	8	12	9	9	4	12	4	12	2	7	400	100,000
158	Evanston.....	Wilfred F. Beardsley.....	Twp.....	4	7	16	105	124	79	102	43	59	27	48	23	32	22	25	2	300	2,300	153,800	
159	Evansville.....	L. W. von Leuten.....	Dist.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
160	Fairbury.....	Miss H. Alena Wolf.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
161	Fairdale.....	Miss Edna M. Koch.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
162	Fairfield.....	Harry D. Willard.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
163	Fairmount.....	Robt. L. Zimmerman.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
164	Fairview.....	C. R. Bowman.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
165	Farina.....	J. L. Dunbar.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
166	Farmer City.....	C. C. Covey.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
167	Farmersville.....	James M. Burke.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
168	Farmington.....	Miss Esther Hedquist.....	Dist.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
169	Fillmore.....	Knight O. Holland.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
170	Findlay.....	Charles B. Guin.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
171	Fisher.....	Levi B. White.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
172	Flanagan.....	St. John W. Wilton.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
173	Flora.....	M. G. Barnhart.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
174	Floodland.....	J. N. Strassgard.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
175	Forrest.....	Miss Louise Hobart.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
176	Forreston.....	Charles E. Lowman.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
177	Franklin.....	L. Roy Brannon.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
178	Franklin Grove.....	Miss Mervia Dolsen.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
179	Franklin.....	Calvin L. Cain.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
180	Freebeck.....	J. S. Kniesley.....	do.....	2	1	0	3	4	6	8	12	9	9	4	12	4	12	4	12	2	7	400	153,800
181	Freeburg.....	L. A. Fulwider.....	Dist.....	4	5	10	61	93	54	74	38	47	27	56	26	43	9	8	100	1,000	88,000		

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.		
					High-school teachers.		First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
1	2	3	4	5	Men.	Women.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	16	17	18	19	20	21
ILLINOIS—contd.																				
1226	Herscher	High School.	Dist.	3	1	0	2	5	3	5	2	5	3	2	1	5	2	0	570	\$20,500
1230	Heworth	do.	do.	4	2	2	14	8	2	10	3	3	3	2	2	2	0	1,892	30,450	
1231	Highland	do.	do.	4	2	2	14	8	2	10	3	3	3	2	2	2	0	1,892	30,450	
1232	Hillside Park	Deerfield Township H. S.	Dist.	4	7	8	57	46	29	23	50	37	17	22	13	21	6	3	600	125,750
1233	Hillsboro	High School.	Twp.	4	3	2	17	22	7	13	6	23	7	13	7	13	6	3	395	30,500
1234	Hinckley	do.	do.	4	1	1	3	9	2	9	4	4	1	3	1	3	1	0	395	1,825
1235	Hindsboro	do.	do.	4	1	1	3	9	2	9	4	4	1	3	1	3	1	0	395	1,825
1236	Hinsdale	do.	do.	4	4	4	31	23	16	14	10	10	7	8	2	0	1	40	1,100	
1237	Homer	do.	do.	4	4	4	30	31	20	14	22	11	15	10	15	6	4	650	12,000	
1238	Hopkinton	do.	do.	4	2	5	5	5	6	4	6	2	7	2	2	0	2	250	10,000	
1239	Hopedale	do.	Dept.	3	1	0	8	8	2	4	0	0	0	0	0	0	0	100	3,050	
1240	Hudson	do.	Dist.	3	1	0	8	8	2	4	0	0	0	0	0	0	0	100	3,050	
1241	Hull	do.	do.	3	1	0	8	8	2	4	0	0	0	0	0	0	0	100	3,050	
1242	Hunne	do.	do.	3	1	0	8	8	2	4	0	0	0	0	0	0	0	125	40,000	
1243	Huntley	do.	do.	3	1	0	8	8	2	4	0	0	0	0	0	0	0	125	40,000	
1244	Husonville	do.	do.	4	1	1	10	5	5	4	6	6	6	6	5	5	5	510	35,200	
1245	Indianola	do.	do.	4	1	1	10	5	5	4	6	6	6	6	5	5	5	200	5,600	
1246	Industry	do.	do.	3	1	0	8	8	2	4	0	0	0	0	0	0	0	100	20,500	
1247	Iring	do.	do.	3	1	0	8	8	2	4	0	0	0	0	0	0	0	100	20,500	
1248	Jacksonville	do.	do.	3	1	0	8	8	2	4	0	0	0	0	0	0	0	100	20,500	
1249	Jerseyville	do.	do.	4	6	12	62	83	35	49	14	37	18	30	18	30	10	1,000	92,000	
1250	Joliet	Joliet Township High School.	Dist.	4	3	2	46	42	16	25	15	23	13	17	2	2	450	40,000		
1251	Jonestown	High School.	Dist.	4	15	25	270	262	51	80	97	92	64	62	55	65	23	4,029	368,000	
1252	Joy	do.	do.	4	1	1	1	12	1	0	1	6	3	3	3	3	3	290	10,000	
1253	Kane	do.	do.	3	2	1	11	12	2	4	11	4	4	4	5	0	180	10,000		
1254	Kaneville	do.	do.	3	1	0	5	3	2	4	0	0	0	0	0	0	0	350	145	
1255	Kankakee	do.	do.	3	1	0	5	3	2	4	0	0	0	0	0	0	0	350	145	
1256	Kansas	do.	do.	4	0	5	47	64	24	36	28	34	10	17	8	15	5	1,200	115,000	
1257	Kennsburg	do.	do.	4	1	2	6	9	0	6	4	1	0	1	0	1	0	230	10,400	
1258	Kellsburg	do.	do.	2	1	0	8	9	0	6	6	4	1	0	1	0	1	125	3,950	
1259	Kellsburg	do.	do.	4	1	2	8	11	6	6	6	9	3	14	3	12	0	1,100	20,000	

1260	Kempson	do.	Ole J. Thompson	do.	2	1	0	4	5	4	6	39	23	37	20	27	19	0	17	15	260	1,100
1261	Kentworth	New Tier Township H. S.	Henry F. Brown	Tw.	4	10	18	111	92	64	25	30	23	37	20	0	3	19	15	2,400	175,000	
1262	Kenny	High School	O. E. Harbison	Dist.	3	1	0	3	4	3	1	3	3	3	3	0	0	0	0	240	5,000	
1263	Keweenaw	do.	Wendell B. Brooks	Dist.	4	5	12	22	64	32	44	28	20	24	20	2	23	23	0	500	175,000	
1264	Kilbourne	Wetherfield High School	Frank H. Craig	Dist.	4	1	1	12	12	0	7	7	2	0	4	2	4	4	0	391	34,100	
1265	Kilbourne	do.	G. A. Brumby	Tw.	4	1	1	1	0	0	7	2	0	0	0	0	0	0	1	1	...	
1266	Kinderhook	do.	Ralph O. Harpole	Dist.	2	1	0	2	8	1	1	1	1	1	1	1	1	1	1	100	10,000	
1267	Kingston	do.	H. S. Johnston	do.	2	1	0	2	8	1	1	3	0	0	0	3	0	1	0	73	26,023	
1268	Kinmundy	do.	F. D. Harwood	do.	4	1	1	13	15	4	6	4	0	4	0	3	0	2	2	125	13,200	
1269	Kirkland	do.	Robert T. McGrath	do.	4	1	1	7	15	5	10	2	11	2	8	2	8	1	4	200	16,350	
1270	Kirkwood	do.	Charles H. Smith	do.	4	1	1	8	10	12	18	5	10	7	8	7	8	5	4	500	1,600	
1271	Lacon	do.	Miss Sylvia E. Smith	do.	4	1	1	3	10	4	11	6	2	3	5	8	5	2	2	1,000	7,080	
1272	La Fayette	Union High School	Miss Nora L. Borchers	do.	4	1	1	2	5	3	4	4	2	3	2	1	2	1	3	2,500	129,000	
1273	La Grange	High School	H. I. Mozingo	Tw.	4	4	9	41	67	37	47	34	26	23	19	23	19	1	1	3,500	18,500	
1274	La Harpe	Lyons Township H. S.	Ralph W. Fringle	Dist.	4	2	1	8	26	6	12	5	8	1	6	1	6	1	3	1,021	1,025	
1275	Lake Fork	High School	T. W. Everett	do.	2	1	0	4	1	2	4	4	4	4	4	4	4	2	0	1	1,035	36,600
1276	Lamotte	Graded School	H. D. Luckenbill	do.	4	1	1	12	7	5	7	5	8	8	10	3	10	3	2	1,500	3,200	
1277	Lamar	do.	S. M. Coddington	do.	4	1	1	10	8	10	11	10	18	10	3	10	3	2	0	50	3,200	
1278	La Place	do.	Miss Jennie Mae Laugan	do.	3	1	1	7	8	0	2	0	2	0	2	0	2	0	0	160	165,000	
1279	La Salle	do.	Charles E. Durr	do.	4	9	7	48	83	32	46	35	43	19	29	16	18	9	0	2,543	30,500	
1280	La Salle	La Salle - Peru Township High School	Thomas J. McCormack	Tw.	4	2	4	23	22	12	21	12	6	5	4	5	4	4	3	465	25,300	
1281	Lawrenceville	do.	Eston V. Tubbs	do.	3	1	0	0	6	2	1	1	1	1	1	1	1	1	1	900	4,060	
1282	Leaf River	do.	H. F. Pierce	Dist.	4	2	0	3	12	1	8	5	4	3	1	3	1	3	1	250	1,200	
1283	Lebanon	do.	J. R. Moore	do.	4	2	0	4	2	5	2	2	1	1	1	1	1	1	1	200	53,000	
1284	Lee	do.	A. A. Kennedy	do.	3	1	0	6	8	5	7	1	6	7	5	7	5	4	2	600	1,000	
1285	Leland	do.	A. H. Karn	do.	4	1	0	14	16	11	12	9	8	10	15	7	10	3	0	...	...
1286	Le Roy	do.	Miss Mary L. Gay	do.	4	1	3	18	20	10	11	6	16	10	15	7	10	3	0	...	...
1287	Lewisburg	do.	Miss Mary E. Weatherly	do.	4	1	4	9	23	14	13	13	19	8	12	3	9	2	2	200	28,000	
1288	Lexington	do.	W. H. Spurgeon	do.	4	1	4	5	17	5	12	5	8	4	8	2	3	2	2	250	30,500	
1289	Libertyville	do.	C. R. Fugh	do.	4	1	2	17	36	14	30	20	25	1	1	1	1	1	1	1,000	37,500	
1290	Lisbon	do.	A. F. Trams	Dist.	4	4	2	1	6	2	1	1	1	1	1	1	1	1	1	2	150	7,050
1291	Littleton	do.	O. E. Snyder	do.	4	1	0	3	8	4	2	3	3	5	0	0	0	1	0	75	8,025	
1292	Littleton	Jefferson High School	James A. Long	do.	4	1	0	31	28	23	26	6	11	17	19	13	9	5	3	400	71,000	
1293	Lockport	do.	E. W. Ward	do.	4	4	5	6	14	5	6	4	7	6	0	8	7	4	5	350	5,100	
1294	Loda	do.	H. W. Hurt	Tw.	4	1	0	7	1	2	5	6	8	7	1	2	2	1	1	125	2,060	
1295	London Mills	do.	Perry Hiles	Dist.	3	1	0	1	8	5	6	8	0	2	1	2	0	2	0	100	6,080	
1296	Longview	do.	J. M. Kirby	do.	2	1	0	10	0	2	2	0	6	0	4	2	2	2	1	100	3,150	
1297	Loraine	do.	James K. Spence	do.	3	1	0	4	9	0	9	0	6	0	4	2	2	2	1	623	86,000	
1298	Losant	do.	J. A. Hoerner	do.	4	1	0	17	17	12	16	8	11	7	9	6	7	5	4	125	1,500	
1299	Lovington	do.	O. C. Bailey (1912)	Tw.	2	1	0	4	6	0	7	1	8	3	2	1	2	1	2	420	1,240	
1300	Ludlow	do.	F. G. Howard	Dist.	4	1	1	7	17	7	8	5	9	4	1	4	1	2	0	250	5,500	
1301	McHenry	do.	A. Edgar Nye	do.	4	1	1	7	17	7	8	5	9	4	1	4	1	2	1	540	9,000	
1302	McLean	do.	H. H. Yoder	do.	4	1	1	14	9	7	7	8	1	1	4	7	4	0	3	2	3,200	
1303	McLeansboro	do.	Homer M. Hinkle	do.	4	1	1	10	3	11	4	6	5	5	5	5	5	5	2	1,600	1,200	
1304	McNabb	do.	R. L. Elyman	do.	4	1	3	22	80	11	20	7	24	3	14	2	2	2	2	500	36,200	
1305	Macbaw	do.	E. J. Martin	do.	4	2	3	1	0	0	8	0	5	0	2	0	2	0	2	...	...
1306	Macomb	do.	E. L. King	Dist.	4	2	3	22	80	11	20	7	24	3	14	2	2	2	2	...	...

1 Value of building and grounds not given.

1328	Metropolis	Overcast High School	Frederic L. Tully	2	2	3	11	9	2	10	9	1	3	8	3	1	0	125	4,500
1329	do	do	Alexander H. Jones	2	1	0	13	6	3	4	4	2	7	2	2	4	1	90	2,000
1330	do	do	W. T. Skinner	4	1	2	10	6	3	4	4	3	4	3	4	1	25	2,000	
1331	do	do	Miss Agnes Gunther	4	1	2	12	8	2	6	6	7	6	7	1	1	100	2,500	
1332	do	do	James M. Dickson	4	1	2	14	25	31	24	23	12	17	17	5	2	400	8,200	
1333	do	do	Miss Myrtle Gregory	4	1	2	10	11	8	9	7	5	2	2	2	2	350	20,400	
1334	do	do	C. H. Dixon	2	1	0	3	6	1	8	1	3	0	0	0	0	102	7,250	
1335	do	do	Everett Dickey	2	1	0	3	3	2	1	3	0	0	0	0	0	200	60,000	
1336	do	do	G. J. Koons	4	1	3	42	19	13	14	9	6	10	6	3	2	2,000	21,800	
1337	do	do	Miss Anna J. Miller	4	1	2	14	8	7	12	3	4	0	0	0	0	400	3,075	
1338	do	do	G. A. Walerman, suppl.	4	1	2	8	6	4	1	8	0	0	0	0	0	208	15,400	
1339	do	do	G. O. Parrish	2	1	0	4	2	0	4	2	8	6	5	4	4	400	2,800	
1340	do	do	John M. Avery	4	1	3	21	8	15	2	8	6	5	4	4	0	100	31,000	
1341	do	do	L. R. Blohm	4	1	3	11	27	6	18	5	12	6	6	6	1	150	1,100	
1342	do	do	Dean M. Inman	4	1	2	4	9	4	5	2	3	2	2	1	1	0	700	8,200
1343	do	do	Miss Anna M. Bollans	4	1	0	4	6	7	5	4	5	2	3	1	0	200	200	
1344	do	do	Walter L. O'Brien	4	1	0	5	12	3	2	0	0	1	3	1	2	125	12,000	
1345	do	do	P. S. Gristy	2	0	1	6	3	2	2	2	2	4	4	2	3	216	3,960	
1346	do	do	Miss Bertha E. White	3	1	2	30	12	16	10	12	4	7	4	3	2	750	13,500	
1347	do	do	Wm. C. Handlin	4	1	3	15	24	19	15	16	15	8	9	6	8	5,000	2,500	
1348	do	do	Miss Antonette Gir-	2	0	1	5	4	5	7	2	2	0	0	0	0	32	2,500	
1349	do	do	hard.	4	0	1	1	3	4	5	4	3	3	3	3	1	875	1,460	
1350	do	do	Miss Pearl Larrance	4	1	2	10	14	9	5	8	5	8	5	3	1	925	1,275	
1351	do	do	Henry Truesfield	4	1	2	13	18	14	12	7	12	7	12	7	11	83	5,350	
1352	do	do	John R. Pelma	3	1	2	13	14	10	15	8	11	5	6	5	6	83	5,350	
1353	do	do	C. H. Mossberger	3	1	2	13	14	10	15	8	11	5	6	5	6	83	5,350	

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school students.								Graduates in 1911.		Graduates prepared for college.		Value of property.			
					First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.				
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ILLINOIS—contd.																				
1384	North Henderson.....	H. C. Blackstone.....	Dist.....	2	1	0	6	3	2	3	5	6	1	9	1	3	2	3	200	\$2,500
1385	Oakland.....	Miss Vera Turell.....	do.....	4	1	3	9	11	6	7	5	6	1	9	1	9	1	5	690	30,300
1386	Oak Park.....	John C. Hanna.....	Twp.....	4	16	21	141	174	127	130	82	82	60	70	57	61	25	2,844	288,638	
1387	Oakwood.....	R. Arlyn Williams.....	Dist.....	3	1	0	1	4	1	1	1	3	1	3	1	3	1	1	125	150
1388	Oblong.....	Claude L. McCabe.....	do.....	4	2	1	12	13	5	5	3	3	1	5	1	5	1	250	35,450	
1389	Odel.....	Miss Lillie R. Puley.....	do.....	4	1	2	11	3	7	4	3	5	3	6	3	6	3	100	31,000	
1390	Odel.....	D. G. Calvert.....	do.....	3	1	0	5	8	3	7	0	3	0	3	0	3	0	248	1,250	
1391	O'Fallon.....	John Arns.....	do.....	3	2	0	5	18	7	12	3	10	1	2	3	10	2	0	350	5,050
1392	Ogden.....	Frank Dodson.....	do.....	4	1	0	6	4	2	2	15	17	9	15	8	15	5	500	11,000	
1393	Ogden.....	B. V. Alys.....	do.....	4	1	0	32	37	20	15	13	16	1	3	1	6	3	800	30,400	
1394	Ondaga.....	S. E. Le Mar.....	Dist.....	4	1	3	7	9	6	2	4	6	4	7	4	6	3	790	12,500	
1395	Ondaga.....	R. C. Rennie.....	do.....	4	1	1	7	10	6	3	7	6	4	7	3	4	4	40	2,080	
1396	Ondaga.....	Lewis Jones.....	do.....	2	1	0	8	6	3	3	11	7	4	2	2	3	2	460	5,050	
1397	Opaue.....	M. K. Neuman.....	do.....	2	1	0	18	15	2	10	2	5	1	2	2	5	2	500	11,600	
1398	Opaue.....	Miss Ruth E. Rodkey.....	do.....	3	1	0	10	6	2	4	4	5	1	2	1	2	0	800	12,000	
1399	Oregon.....	E. S. Clark.....	do.....	3	1	1	43	64	51	46	32	49	40	57	33	35	19	3,000	50,000	
1400	Oregon.....	B. E. Aspland.....	do.....	4	1	1	11	8	4	1	1	11	2	2	2	2	1	253	1,200	
1401	Oswego.....	do.....	do.....	2	1	0	11	8	4	1	1	11	2	2	2	1	0	73	15,100	
1402	Ottawa.....	M. F. Stozar.....	Twp.....	4	1	0	6	21	3	7	4	4	10	18	12	11	2	300	61,300	
1403	Palatine.....	W. F. Smyser.....	Dist.....	4	1	1	34	36	18	29	14	27	10	18	12	11	800	77,000		
1404	Palmer.....	J. M. Walters.....	do.....	4	3	0	50	64	22	39	30	34	29	21	28	19	953	77,000		
1405	Palmyra.....	Ed J. Quinn.....	do.....	2	1	0	8	8	4	1	6	10	4	10	3	1	260	18,500		
1406	Pana.....	C. O. Klenz.....	do.....	3	1	0	21	3	4	7	4	4	1	3	0	3	200	6,600		
1407	Pars.....	William E. Andrews.....	Twp.....	4	3	3	34	36	18	29	14	27	10	18	12	11	800	77,000		
1408	Patoka.....	Miss Bertha A. Miller.....	Dist.....	4	3	1	50	64	22	39	30	34	29	21	28	19	953	77,000		
1409	Patterson.....	T. G. Kacy.....	do.....	3	1	1	8	8	4	1	6	10	4	10	3	1	260	18,500		
1410	Pawnee.....	Adrian C. Edwards.....	do.....	3	1	1	2	1	0	5	6	7	1	3	0	3	2	300	6,600	
1411	Paw Paw.....	Henry F. Stout.....	Twp.....	4	1	1	12	1	0	5	6	7	1	3	0	3	2	300	35,000	
1412	Payson.....	L. F. Rock.....	Dist.....	4	2	1	14	11	7	13	2	3	4	7	2	4	1	416	10,500	
1413	Pecatonica.....	Loren C. Griggs.....	do.....	4	1	1	6	8	2	2	4	3	2	5	4	2	3	300	35,000	
		Rufus Orsby.....	do.....	3	1	1	6	9	2	2	1	13	2	5	4	2	250	25,300		

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school students.								Graduates in 1911.		Volumes in library.	Value of property.				
					High-school teachers.		First year.		Second year.		Third year.		Fourth year.							
					Men.	Women.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ILLINOIS—contd.																				
1463	Rossville.....	High School.	Dist.....	4	2	2	11	10	10	6	6	4	2	6	2	6	2	2	1,180	\$32,000
1464	Rushville.....	do.	do.	4	1	1	23	30	3	26	2	15	6	1	6	1	2	314	1,800	
1465	Rutland.....	do.	do.	4	1	2	4	4	2	2	2	6	5	1	8	1	4	378	36,500	
1466	St. Anne.....	do.	do.	4	0	1	11	9	2	3	2	4	0	4	0	0	1	200	30,500	
1467	St. Charles.....	do.	do.	4	1	5	19	22	16	7	12	11	9	16	9	16	4	3	45,000	
1468	St. Elmo.....	do.	do.	4	2	1	6	12	2	7	0	3	2	5	2	5	0	700	15,750	
1469	St. Francisville.....	do.	do.	4	2	1	4	11	1	7	9	4	...	...	0	3	0	...	...
1470	St. Joseph.....	do.	do.	4	3	2	1	1	8	2	6	2	0	4	4	4	1	0	...	...
1471	Salem.....	do.	do.	4	1	0	8	8	10	23	3	8	4	8	4	8	2	2	...	...
1472	Sandoval.....	do.	do.	4	1	2	10	16	10	7	3	2	3	4	4	4	2	3	...	...
1473	Sandwich.....	do.	do.	4	4	2	8	13	4	7	10	13	4	12	3	4	2	3	150	4,050
1474	San Jose.....	do.	do.	4	2	3	14	19	10	18	10	13	4	12	3	4	2	1,600	11,000	
1475	Sauemin.....	do.	do.	4	2	1	3	8	1	6	3	5	...	...	3	5	1	1	200	7,000
1476	Savanna.....	do.	do.	3	1	0	11	3	1	6	3	6	...	...	1	6	1	4	374	1,600
1477	Saybrook.....	do.	do.	3	2	1	23	38	24	26	7	18	7	22	5	19	2	2	600	50,000
1478	Scales Mound.....	do.	do.	4	4	2	14	13	1	0	4	5	3	3	3	3	0	500	25,600	
1479	Scotland.....	do.	do.	4	3	5	13	13	1	0	4	5	0	0	0	0	...	100	9,000	
1480	Seaton.....	do.	do.	2	1	0	5	3	8	0	0	...	...	...	4	2	...	137	7,750	
1481	Seneca.....	do.	do.	2	1	0	6	6	5	0	9	5	7	4	4	2	...	487	26,400	
1482	Seward.....	do.	do.	4	1	1	4	5	1	6	2	5	0	2	3	3	1	0	20	8,150
1483	Shabbona.....	do.	do.	3	3	1	0	4	7	3	1	...	...	...	3	3	...	1,500	17,500	
1484	Shannon.....	do.	do.	4	2	1	3	9	2	4	4	3	4	3	3	3	0	1	3,075	...
1485	Shawneetown.....	do.	do.	4	3	1	6	14	10	7	3	5	2	8	2	2	0	1	600	32,000
		son.	do.	4	2	1	9	10	13	7	3	5	...	...	3	1	0	...	...	...
1486	Sheffield.....	do.	do.	4	1	3	10	10	2	12	6	5	4	4	4	4	1	0	500	5,200
1487	Shelbyville.....	do.	do.	4	2	2	12	19	8	15	7	13	10	9	10	9	5	4	476	61,000
1488	Sheldon.....	do.	do.	4	1	3	14	18	3	6	7	3	7	6	7	3	2	1	1,000	28,000
1489	Sheridan.....	do.	do.	4	1	0	4	5	4	2	1	3	0	4	0	2	7	0	525	10,050
1490	Sheridan.....	do.	do.	4	1	0	10	4	4	4	2	...	...	...	4	4	0	1	...	...
1491	Skumway.....	do.	do.	2	1	0	4	6	1	4	...	...	...	...	1	1	4	1	500	...
1492	Sibley.....	do.	do.	3	1	0	2	1	0	3	1	...	...	...	1	1	1	1	1,500	1,500

1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346
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Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
ILLINOIS—contd.																						
1544	Vienna.....				2	1	6	7	7	2	10	3	3	2	3	2	3	0	75	\$15,275		
1545	Villa Grove.....	Ralph S. Bauer.....	Dist.....	4	2	1	10	16	7	2	8	3	1	1	1	1	1	0	338	25,200		
1546	Via.....	William O. Jones.....	do.....	4	1	1	9	11	5	11	6	7	6	5	6	5	3	0	120	25,350		
1547	Vien.....	Francis Thompson.....	do.....	4	1	1	19	31	5	18	8	18	5	8	8	1	0	500	11,000			
1548	Virginia.....	W. M. Sillaway.....	do.....	4	1	2	14	31	5	18	8	18	5	8	5	8	1	0	420	36,000		
1549	Virgil.....	Miss Laura Mason.....	do.....	4	2	1	11	17	5	9	10	6	2	3	2	3	0	1	100	2,800		
1550	Walnut.....	C. H. Anderson.....	do.....	3	4	2	13	13	8	14	4	6	3	7	3	7	2	1	190	3,200		
1551	Wapella.....	B. T. Atkins.....	do.....	3	1	1	3	6	4	3	5	7	2	4	3	4	3	4	300	15,700		
1552	Warren.....	O. E. Taylor.....	do.....	4	2	1	14	14	4	1	5	9	2	4	2	4	0	1	350	11,000		
1553	Warsaw.....	Miss Edith Jones.....	do.....	4	1	2	15	20	7	6	7	8	5	5	5	4	0	325	1,500			
1554	Washington.....	Miss Irene Phillips.....	do.....	4	2	1	15	20	13	6	12	17	14	9	14	9	0	420	25,200			
1555	Waterloo.....	Ben F. Shifer.....	do.....	4	2	1	25	16	11	11	7	5	2	3	0	3	0	390	30,850			
1556	Waterman.....	Alfred G. Heltman.....	do.....	4	1	1	4	9	1	4	1	3	0	3	0	3	0	250	3,500			
1557	Waukegan.....	G. H. Tyrrell.....	do.....	4	1	1	15	21	19	10	14	4	3	4	4	4	4	100	40,750			
1558	Waukegan.....	Miss Mary J. Laycock.....	do.....	4	5	9	64	84	38	43	21	34	18	28	8	5	1,438	147,000				
1559	Waverly.....	W. J. Sicbins.....	Twp.....	4	2	1	6	11	10	12	8	14	0	7	0	2	50	20,050				
1560	Waynesville.....	Fred S. Dennis.....	Dist.....	3	1	0	5	8	1	3	2	0	1	0	1	0	2	150	1,100			
1561	Weldon.....	Robert Planstiel.....	do.....	3	1	0	3	5	1	8	2	2	5	6	5	2	0	250	22,075			
1562	Wenona.....	David M. Dewhirst.....	do.....	4	2	1	10	8	11	10	1	9	5	6	5	4	4	427	30,300			
1563	West Chicago.....	C. W. Randall.....	do.....	3	1	4	9	12	7	6	4	12	4	11	3	4	1,000	55,000				
1564	Westfield.....	Miss Edna V. Schmidt.....	do.....	3	1	0	6	12	7	5	4	6	4	11	2	3	4	120	4,050			
1565	West Point.....	Lucretia Bright.....	do.....	3	1	0	4	7	4	4	2	2	4	2	2	3	4	100	4,050			
1566	West Salem.....	W. W. Murland.....	do.....	2	2	0	10	8	7	1	1	1	1	1	7	1	2	1	200	4,300		
1567	Wharton.....	Andrew E. Libbe.....	do.....	2	2	0	10	8	7	1	1	1	1	1	7	1	2	1	200	4,300		
1568	White Hall.....	Miss Ellen M. Gregg.....	do.....	4	4	1	24	40	12	24	10	16	9	21	9	9	8	15	1,100	83,000		
1569	Williamsburg.....	Miss Isabella Anderson.....	do.....	4	4	2	20	34	10	16	16	4	9	3	2	3	1	1,000	42,500			
1570	Willow Hill.....	G. E. Clendenen.....	do.....	3	1	1	4	6	0	4	2	3	0	2	5	1	3	250	12,040			
1571	Wilmington.....	R. M. Girhard.....	do.....	3	1	1	15	13	3	4	2	3	0	8	2	3	1	375	10,300			
1572	Winchester.....	Miss Bertha M. Eldred.....	do.....	4	0	3	17	25	5	14	6	8	6	5	6	0	6	900	31,000			
1573	Windsor.....	J. B. Hendricks.....	do.....	4	1	2	14	17	4	6	8	15	6	8	0	8	0	680	10,700			
1574	Winnebago.....	Charles F. Lee.....	do.....	2	1	0	10	2	4	2	2	3	2	3	2	4	1	370	8,000			
1575	Winnebago.....	S. J. McCombs.....	do.....	2	1	0	10	2	4	2	2	3	2	3	2	4	1	200	7,800			

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.			
					Men.	Women.	First year.	Second year.	Third year.	Fourth year.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
INDIANA—contd.																						
1622	Bluffton	F. H. Croninger	Dept.	4	4	6	30	46	28	19	18	20	24	17	24	17	15	10	500	\$35,000		
1623	Bluffton (R. F. D. 1)	J. Ard Jones	Twp.	3	1	0	5	2	3	3	3	0	0	0	0	0	0	0	500	20,000		
1624	Boone Grove	J. Edgar Worthington	do.	3	1	1	2	9	1	4	2	3	0	0	2	3	0	0	300	1,650		
1625	Borden	Harrison Tenney (1911)	do.	4	2	0	7	6	0	2	3	1	0	1	0	1	0	0	0	0		
1626	Bourbon	H. L. McKenney	Dist.	4	2	1	9	21	12	11	12	15	7	6	7	6	2	0	500	20,000		
1627	Bowers	H. Toney (1912)	Twp.	3	1	0	3	2	2	4	0	0	0	0	0	0	0	0	195	0		
1628	Brazil	do.	do.	4	6	9	66	61	50	64	40	41	50	23	20	23	0	0	905	57,500		
1629	Bremen	S. E. Shideler	Dept.	4	2	2	10	8	12	14	10	7	0	10	7	10	1	4	800	60,770		
1630	Bridgeport (R. F. D.)	M. M. Proffit	Twp.	4	1	1	4	6	5	5	0	1	1	7	1	7	1	4	200	20,500		
1631	Bridgeton	do.	do.	4	1	1	10	12	5	5	3	2	1	1	0	0	0	0	200	2,150		
1632	Brinsford	Geo. R. Aubrey	do.	4	1	1	16	5	4	10	13	6	1	1	7	1	2	300	15,700			
1633	Broad Ripple	Miss Mary E. L. L.	do.	4	1	3	15	9	8	10	13	6	1	11	1	11	0	3	548	1,100		
1634	Brook	John O. McFarland	do.	4	1	2	13	18	4	15	8	10	3	4	3	4	2	2	300	1,500		
1635	Brooklyn	Charles W. Hitchcock	Dist.	4	1	2	4	8	2	4	1	2	1	9	1	3	1	2	130	10,200		
1636	Brookville	do.	do.	4	4	0	15	15	7	10	10	20	16	9	12	9	5	0	1,000	10,200		
1637	Brookville (R. F. D. 5)	John W. Elwell	Twp.	3	1	0	4	2	2	2	1	5	0	0	0	0	0	40	15,325			
1638	Brownstown	Hugh Calheart	Dist.	4	3	1	12	22	6	9	11	7	9	13	9	13	6	4	300	30,100		
1639	Brownsville	T. Y. Hall	Twp.	3	2	0	5	5	2	5	2	2	2	2	2	2	2	0	100	25,050		
1640	Brucevalley	Lyman J. McCulloch	do.	4	4	2	20	12	4	4	5	4	3	1	3	1	3	0	500	37,050		
1641	Bryant	L. J. Kridler	do.	4	2	0	6	7	2	3	2	1	6	1	4	1	4	1	300	16,200		
1642	Buck Creek	Miss Blanche Keef	do.	4	1	1	4	5	4	5	2	1	2	0	1	1	1	1	180	20,150		
1643	Bunker Hill	W. E. Tennell	Dist.	4	1	1	6	9	7	6	1	3	4	5	4	5	0	210	30,350			
1644	Burket	Claude C. Collins	Twp.	3	1	0	6	4	2	3	3	8	2	3	3	3	1	235	12,550			
1645	Burlington	Fred C. Snapp	do.	4	1	1	10	10	5	4	3	7	2	6	1	3	1	1	250	6,200		
1646	Burnettsville High School	A. A. Mourer	Dist.	4	2	1	15	14	17	11	8	13	4	6	4	6	2	1	489	20,300		
1647	Burnettsville High School	Carl B. McCann	Twp.	3	2	0	4	4	2	2	4	2	1	2	0	2	0	2	200	21,000		
1648	Burns	H. L. Arnold	do.	3	2	0	3	3	4	2	4	1	1	0	0	0	0	250	14,250			
1649	Butler	J. Leroy Austin	Dist.	4	3	1	11	18	6	11	2	10	3	5	3	5	3	4	150	6,900		
1650	Butlerville	Ellas Brewer	Twp.	4	1	1	8	14	3	1	3	3	3	3	3	3	3	300	15,500			

1851	Candia.....	do.....	Piem I. Muddy.....	do.....	4	1	1	3	5	7	11	5	6	6	2	2	4	3	0	100
1852	Cambridge City.....	do.....	Karl W. Mitchell.....	Dist.....	4	1	1	4	7	10	11	3	8	3	4	10	4	3	15,300	
1853	Camden.....	do.....	Mrs. Mary L. Sieber.....	Twp.....	4	1	1	4	4	7	8	3	4	3	0	0	4	3	350	
1854	Cannadburg.....	do.....	Robert C. Harris.....	do.....	4	2	1	0	4	7	10	3	8	3	0	0	2	1	42	
1855	Cannadburg.....	do.....	Franklin P. Hostetter.....	Dist.....	4	2	1	0	4	7	13	10	8	7	8	7	7	2	200	
1856	Cassida.....	do.....	Chas. C. Foley.....	do.....	4	2	1	1	17	13	10	6	12	8	7	8	7	2	870	
1857	Cassida.....	do.....	Miss Allen Smith.....	Twp.....	4	2	1	1	11	13	10	6	12	8	7	8	7	2	3,600	
1858	Carthage.....	do.....	P. W. Hunt.....	do.....	4	1	1	1	14	11	8	2	8	6	4	5	4	4	18,000	
1859	Cassington.....	do.....	Miss Anna Rogers.....	do.....	4	1	1	1	3	5	6	4	2	8	1	3	1	2	300	
1860	Cassington.....	do.....	Carl G. Watson.....	do.....	4	2	2	10	13	5	6	1	3	3	5	5	3	3	500	
1861	Center.....	do.....	Benj. H. Ritter.....	Dist.....	2	1	0	3	3	5	4	3	0	0	0	0	0	0	50	
1862	Center Point.....	do.....	Oscar T. Dunagan.....	Twp.....	4	1	2	13	8	7	6	6	0	0	6	6	6	5	30	
1863	Centerville.....	do.....	D. A. Hayworth.....	do.....	4	2	1	5	13	4	7	3	4	5	3	4	3	1	400	
1864	Chalmers.....	do.....	C. Earl East.....	do.....	4	2	1	9	14	9	8	5	7	7	15	4	1	0	700	
1865	Charlestown.....	do.....	Fred Gladden.....	Dist.....	4	3	1	17	12	12	8	0	7	4	4	3	2	400		
1866	Chesterton.....	do.....	J. M. Goldsborough.....	Twp.....	4	2	1	3	2	3	2	3	2	4	4	3	2	.....	3,000
1867	Chil.....	do.....	F. M. Hansell.....	do.....	4	2	0	3	2	3	2	3	2	4	4	2	3	.....	142
1868	Charney.....	do.....	Miss Mary Kitley.....	do.....	4	1	1	11	6	4	8	3	1	2	6	4	2	3	214	
1869	Churubusco.....	do.....	Lloyd F. Gates.....	Dist.....	4	3	2	14	16	10	16	13	6	13	6	6	2	4	12,000	
1870	Ciervo.....	do.....	M. P. Greely (1911).....	do.....	4	1	1	5	10	1	6	1	8	4	1	4	1	1	300	
1871	Clarksburg.....	do.....	Clifford Zettlerberg.....	Twp.....	4	2	0	4	9	7	1	4	2	1	4	2	1	1	129	
1872	Clarks Hill.....	do.....	James C. McBride.....	do.....	4	1	2	10	15	18	10	8	9	12	9	12	9	3	500	
1873	Clay City.....	do.....	C. E. Crawford.....	Dist.....	4	2	1	6	13	6	4	5	4	6	3	6	3	3	700	
1874	Claypool.....	do.....	Orrin Wilcox.....	Twp.....	4	2	0	18	16	7	8	5	12	2	5	1	4	0	250	
1875	do.....	do.....	W. R. Allee.....	do.....	4	2	1	18	16	7	8	5	12	2	5	1	4	0	270	
1876	Clifford.....	do.....	H. E. Cosby.....	do.....	2	1	0	4	5	3	3	3	3	3	3	3	3	3	275	
1877	Clifford.....	do.....	Austin G. Morris.....	Dept.....	4	1	4	23	38	13	28	10	15	10	15	10	15	4	60	
1878	Cloverdale.....	do.....	Beryl B. Sandy.....	Dist.....	4	1	3	9	10	9	9	5	9	7	7	4	7	3	250	
1879	Coesse.....	do.....	Wm. H. Sanders.....	Twp.....	4	1	1	6	2	4	1	5	1	3	2	3	2	3	6,850	
1880	Colfax.....	do.....	Dana F. Enloe.....	do.....	4	2	1	7	12	6	8	0	4	2	3	2	2	0	400	
1881	Columbia City (R. F. D. 14).....	do.....	Jesse D. Knight.....	Dist.....	4	2	1	19	31	25	21	16	25	25	23	18	22	10	62,000	
1882	do.....	do.....	John R. Young.....	Twp.....	3	1	1	7	6	1	5	2	3	.....	.....	1	1	1	2,000
1883	Columbia City (R. F. D. 5).....	do.....	John J. Kent.....	do.....	4	1	1	5	5	5	4	6	5	0	2	0	2	0	250	
1884	Columbia City (R. F. D. 3).....	Washington Center H. S.....	Walter E. Gordon.....	do.....	4	2	0	6	1	4	2	5	6	1	2	1	2	0	200	
1885	Columbus.....	High School.....	Samuel Vertz.....	Dept.....	4	8	7	70	86	50	67	27	44	32	38	30	28	.....	800
1886	Columbus (R. F. D. 1).....	Petersville (Clay Twp.) H. S.....	Benjamin Ropp.....	do.....	2	1	0	4	3	1	.....	.....	.....	.....	.....	3	1	.....	257
1887	Connersville.....	High school.....	M. S. Hallman.....	Dept.....	4	4	6	22	37	21	28	15	21	22	27	.....	.....	1	407
1888	Connersville (R. F. D. 9).....	Alquina High School.....	Walter N. School.....	Twp.....	3	1	0	4	4	4	1	1	1	.....	.....	1	1	1	102
1889	Connersville (R. F. D. 2).....	Harrisburg High School.....	Homer C. Taylor.....	do.....	3	1	0	5	1	2	5	3	4	.....	.....	3	4	1	325
1890	Converse.....	High School.....	O. G. Harrell.....	Dist.....	4	2	2	9	7	11	11	2	8	4	4	4	4	4	1,800	
1891	Cortland.....	do.....	H. Allen Wood.....	Twp.....	4	2	0	7	7	15	4	3	1	0	0	0	0	75	2,050	
1892	Cory.....	do.....	Waldo F. Mitchell.....	do.....	4	2	0	4	8	6	6	3	5	0	0	0	0	.....	200
1893	Corydon.....	do.....	Frank E. Wilson.....	Dist.....	4	3	2	39	17	12	15	6	11	4	12	4	10	.....	7,500
1894	Covington.....	do.....	Harry E. Redding.....	do.....	4	2	4	10	15	6	12	5	13	7	11	5	9	4	5	30,589
1895	Cowan.....	Monroe Township H. S.....	Geo. I. Thompson.....	Twp.....	4	1	1	9	11	5	6	.....	.....	5	4	5	4	0	1,224

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.	Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
INDIANA—contd.																					
1696	Craigsville.....	Herbert S. Jones.....	Twp.....	3	1	0	2	3	2	3	2	2	3	2	0	1	100	\$6,150	
1697	Crawfordsville.....	Miss Hannah Mulheisen.....	Dept.....	4	6	9	36	29	47	38	35	42	20	45	21	37	13	25	500	91,522	
1698	Crawfordsville (R. F. D. 3).....	Grant Cooper.....	Twp.....	2	2	0	5	3	4	2	3	2	100	20,100	
1699	Crawfordsville (R. F. D. 4).....	Miss Georgia M. Watkins.....	Dist.....	2	1	8	3	4	1	100	18,000	
1700	Crawfordsville (R. F. D. 5).....	Oscar A. Swank.....	Twp.....	2	1	0	3	5	1	1	1	1	0	0	400	27,500	
1701	Crisman.....	Miss Florence Busse.....	do.....	4	1	1	4	3	7	2	0	0	2	1	1	0	1	715	4,950		
1702	Crownwell.....	Perry W. Kiser.....	do.....	4	1	1	8	9	1	4	6	5	1	4	1	1	1	230	4,500		
1703	Crothersville.....	A. Summers, supt.....	Dist.....	4	2	1	5	7	5	10	6	9	4	6	4	6	4	604	13,500		
1704	Crown Point.....	W. B. Curtis, supt.....	do.....	4	2	3	12	15	8	18	12	7	5	9	4	9	4	700	50,550		
1705	Culver.....	Miss Gretchen E. Holmes.....	do.....	4	1	2	10	7	4	6	3	2	0	7	6	7	2	538	1,100		
1706	Cumberland.....	Harry L. Kelley, supt.....	Twp.....	4	1	2	8	7	8	1	6	5	3	4	3	4	.....	920	21,000	
1707	Cuttler.....	C. W. Floyd, A. B.....	do.....	4	2	0	15	7	6	6	2	5	1	3	1	3	2	120	25,350		
1708	Cynthiana.....	C. B. Macy.....	do.....	4	2	1	7	9	3	6	5	0	4	8	2	4	3	440	16,250		
1709	Dale.....	Miss Jennie Clark.....	do.....	4	2	1	9	10	2	2	2	5	0	2	3	2	3	385	16,800		
1710	Daleville.....	do.....	do.....	4	2	1	10	2	2	2	3	5	3	1	3	1	3	300	25,800		
1711	Dana.....	Alvin C. Kibbey.....	Dist.....	4	2	1	9	13	4	10	9	5	1	2	1	2	1	50	13,800		
1712	Danville.....	David C. Nay.....	do.....	4	3	3	17	21	11	9	12	5	10	13	10	13	.....	30,200	5,035	
1713	Danville (R. F. D. 3).....	Homar A. Higgins.....	Twp.....	3	1	1	2	8	2	0	3	1	3	1	3	0	
1714	Danville (R. F. D. 5).....	do.....	do.....	4	2	0	10	6	8	7	2	4	2	4	2	4	
1715	Dayton.....	Miss Doris E. Hill.....	do.....	4	1	2	7	7	4	7	3	3	5	4	3	3	0	200	5,500		
1716	Dayton.....	Karl C. James.....	Dist.....	4	3	0	6	9	3	4	2	2	4	7	4	7	.....	230	12,000	
1717	Decatur.....	Miss Rose L. Dunathan.....	Dept.....	4	3	0	30	41	13	25	12	14	8	10	8	10	8	300	30,400		
1718	Decker.....	Oscar Frederick.....	Twp.....	4	2	1	5	8	7	5	2	1	2	4	2	4	2	300	32,000		
1719	Deesville.....	Elzie L. Stewart, supt.....	do.....	4	1	1	7	8	4	6	3	4	2	2	2	1	1	150	10,100		

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.												Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
INDIANA—contd.																						
1767	Freetown (R. F. D. 1).	B. O. Blake.	Twp....	4	2	0			0	2	3	4	3	5	1	3	1	3	102	\$1,050		
1768	Fremont	H. H. Keep.	Dist....	4	2	1			8	12	8	8	6	11	5	8	4	7	3	200		
1769	Fulton	Henry L. Becker.	Twp....	4	1	1			13	13	3	7	4	6	1	0	1	0	200	3,000		
1770	Galveston	I. S. Hahn, supt.	do....	4	2	1			6	11	8	13	9	7	7	11	7	11	3	312		
1771	Garrett	Jas. H. Greene.	Dept....	4	2	3			17	23	10	10	9	10	9	5	9	5	2	20,125		
1772	Gas City	Robert Poet.	do....	4	2	1			11	14	6	5	3	8	2	8	0	2	200	16,000		
1773	Gaston	Clifford Woody, supt.	Twp....	4	2	1			12	9	4	10	12	3	2	1	2	1	500	6,500		
1774	Gentryville	D. L. Egnaw.	do....	2	1	0			1	7	2	0	0	0	1	0	0	0	15	1,050		
1775	Gilead	J. Elmer Landis.	do....	4	2	0			3	6	3	6	4	1	1	0	0	0	215	1,625		
1776	Glezen	Harold O. Brewster.	do....	4	1	0			5	1	0	2	0	0	0	0	0	0	104	4,000		
1777	Goodsmith	Z. M. Smith.	Dist....	2	1	0			3	3	7	3	8	6	4	9	4	9	206	20,300		
1778	Goodland	C. L. Rudesill.	Twp....	4	2	1			10	5	5	4	5	13	9	8	9	8	800	9,390		
1779	Gosport	Geo. E. John.	Dist....	4	2	1			8	7	5	4	2	2	0	0	0	0	200	3,250		
1780	Grabbill (R. F. D. 2)	M. H. Henry.	Twp....	2	1	0			2	7	5	6	8	3	4	7	5	2	75	9,500		
1781	Grammer	Ray O. Burns.	do....	2	1	0			4	8	3	5	7	3	3	10	3	2	165	5,360		
1782	Grandview	J. H. Thomas, supt.	Dist....	4	2	1			24	40	18	35	23	33	25	24	24	23	522	31,500		
1783	Graysville	J. L. Pleasant.	Twp....	4	1	1			4	8	3	5	7	3	3	25	24	24	108	800		
1784	Greencastle	John T. Van Sant.	Dist....	4	2	6			24	40	18	35	23	33	25	24	24	23	522	31,500		
1785	Greencastle (R. F. D. 3).	Miss Augusta L. Hendrick.	Twp....	3	0	1			1	7	1	0	2	3	0	0	0	0	108	800		
1786	Greenfield	John W. Kendall.	Dept....	4	3	4			23	29	27	34	10	29	12	10	12	10	340	10,150		
1787	Greenfield (R. F. D. 3).	J. A. Moore.	Twp....	3	1	1			5	5	2	2	3	4	3	4	3	3	140	16,000		
1788	Greenfield (R. F. D. 3).	W. C. Brandenburg.	do....	4	2	0			4	8	5	5	5	9	3	3	3	1	20,200	20,200		
1789	Greensburg (R. F. D. 13).	Frank C. Fields.	do....	2	1	0			3	6	0	2										
1790	Greentown	Frank Bagwell.	Dist....	4	2	1			28	14	9	8	9	5	13	7	13	7	310	8,100		
1791	Greenwood (R. F. D.)	T. Dorrell, supt.	Twp....	4	2	1			5	14	9	1	6	9	0	7	6	7	75	40,500		

High School	Andrew L. Owens D. H.	1	0	9	12	4	2	3	2	0	100
do	C. B. Collins	1	0	10	11	1	12	6	7	1	28
do	Edwell Miller	1	0	13	18	0	1	1	3	1	100
do	Miss Marie Jones	2	0	1	3	0	0	1	3	1	190
do	Miss Marie Jones	2	0	1	3	0	0	1	3	1	190
do	Adolph Seely, supt.	4	4	7	34	44	28	33	26	31	500
do	Frank D. McElroy	3	2	0	20	2	1	7	3	2	100
do	Anna	3	2	0	20	2	1	7	3	2	100
do	Joy M. Shutt	1	2	6	20	2	1	7	3	2	100
do	R. R. Abbott	4	5	33	61	25	22	27	13	27	17,100
do	L. Turpin	3	2	0	7	2	2	6	1	0	406
do	Geo. J. Meyer	4	1	6	4	0	4	1	3	0	50
do	Harry C. Milbolland	4	2	0	8	5	11	7	5	4	7,225
do	R. L. Rumble	4	2	0	8	5	11	7	5	4	50
do	W. C. Roberts	4	1	4	11	4	5	4	1	0	10,200
do	W. G. Reeder	3	2	0	7	8	3	4	6	7	50
do	A. McCannahan	3	1	0	1	5	1	1	1	0	18,200
do	Miss Bertha Hornell	4	1	2	3	6	3	8	3	5	20,000
do	Walter A. Zaugg	4	3	3	12	16	5	10	12	5	80,250
do	Byron Legg	2	1	0	17	0	3	1	2	1	120,000
do	Miss Alice Katterjohn	4	1	1	11	1	4	7	3	0	68
do	Chas. E. Lamp	3	1	0	12	10	1	3	0	5	9,150
do	Charles H. Phillips	4	2	1	15	13	6	9	10	8	45
do	John M. Amis	4	3	1	13	12	7	9	8	9	230
do	Chas. F. Walker	2	1	0	2	5	1	2	2	1	350
do	E. W. Vickrey	3	1	0	7	3	1	3	1	0	300
do	G. W. Youngblood	4	3	0	9	14	10	16	11	12	245
do	Jas. H. Gray	4	5	7	36	30	39	51	30	34	600
do	Robert W. McCrum	4	2	1	3	7	11	16	6	3	500
do	Lawrence Schults	4	2	0	16	7	8	3	5	10	825
do	G. B. Coffins	4	3	0	10	5	8	11	4	6	13,750
do	Earl E. Gill, supt.	4	1	1	2	6	4	4	3	2	300
do	Harold Stutsman	4	2	1	11	20	6	6	8	3	17,000
do	Miss Laura B. Wright	4	1	2	15	14	10	3	5	6	1,187
do	Milo H. Stuart	4	4	34	47	308	222	141	106	130	31,000
do	George Buck	4	18	35	267	552	178	385	145	180	21,000
do	Herschel M. Tebay	4	1	1	6	8	3	7	2	2	4,614
do	Cecil C. Kelso	4	1	1	6	11	6	4	1	0	600
do	Claude G. Lawler	4	3	0	1	6	9	9	7	8	12,900
do	Wilbert W. Keith	4	3	1	23	21	12	14	7	6	3,000
do	Miss Margaret A. Wil-	4	1	2	8	10	7	6	6	10	8,000
do	son.	4	1	2	8	10	7	6	6	10	18,350
do	Emmett Taylor	4	4	6	56	61	22	38	11	21	657
do	R. P. Smith	4	1	4	2	9	3	2	5	9	500
do	Louis Juliao	4	2	1	9	6	12	6	1	9	225
do	E. E. Kling	4	4	5	45	46	30	30	16	11	32,500
do	Chas. B. Redick	4	1	2	2	5	1	1	14	19	16,000

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
INDIANA—contd.																				
1877	Kawanna.....	High School.....	Dist.....	4	1	2	20	9	6	10	5	9	3	9	3	9	3	6	.....	1,200
1888	Keystone.....	Chester Township H. S.....	Twp.....	4	2	0	3	8	5	2	3	2	1	2	1	2	1	0	500	5,300
1839	Kingsman.....	High School.....	Dist.....	4	1	3	17	13	9	4	5	5	3	9	3	8	1	0	300	6,200
1840	Kingsbury.....	do.....	J. Ora Ault.....	3	1	1	1	3	2	6	0	2	.....	.....	0	1	0	1	225	1,150
1841	Kirklin.....	do.....	Roscoe R. Smith.....	4	2	2	17	8	16	18	12	6	10	7	10	7	5	2	600	25,100
1842	Knox.....	do.....	Miss Ida A. Adams.....	4	2	2	13	20	13	7	4	4	16	4	4	6	4	2	2,000	40,000
1843	Kokomo.....	do.....	C. V. Haworth.....	4	6	12	78	103	52	60	38	36	41	41	32	33	15	16	2,096	11,800
1844	Lacoma.....	do.....	R. F. Evans.....	3	1	1	7	7	2	3	4	2	.....	.....	0	0	0	0	50	1,250
1845	Lacrosse.....	do.....	O. E. Cassidy.....	3	1	1	4	2	4	5	1	3	.....	.....	0	0	0	0	285	15,300
1846	Ledoga.....	do.....	David L. Stoner.....	2	2	2	9	13	10	10	4	9	3	1	3	1	3	0	522	8,500
1847	La Fayette.....	do.....	Joseph H. Shook.....	4	10	7	85	90	53	67	45	50	27	33	20	25	10	10	300	203,000
1848	La Fayette (R. F. D. 4).....	Perry Township H. S.....	Edmond Hersberger.....	4	1	1	6	4	2	3	1	1	3	1	3	1	1	0	274	30,300
1849	La Fayette (R. F. D. 8).....	Wes Township H. S.....	C. M. Plank.....	4	2	0	4	3	3	3	2	1	0	0	0	0	0	396	20,000	
1850	La Fontaine.....	High School.....	Miss L. Effie Lynn.....	4	2	1	11	13	4	3	5	4	3	1	3	1	2	1	200	30,100
1851	La Grange.....	do.....	Howard N. Wikel.....	4	3	3	17	18	11	10	9	14	14	9	14	8	10	3	420	.....
1852	La Grange (R. F. D. 2).....	Brushy Prairie H. S.....	Clifford H. Seaman.....	3	2	0	2	2	2	1	3	3	.....	.....	3	2	1	1	.....	3,300
1853	La Grange (R. F. D. 1).....	Woodruff High School.....	Homor D. Myers.....	3	1	0	3	3	3	3	2	2	.....	.....	2	2	.....	.....	125	0,050
1854	Lake.....	Richland City H. S.....	Hilbert Bennett, supt.....	4	1	2	7	9	8	4	10	6	10	7	10	7	5	3	750	.....
1855	Laketon.....	do.....	Miss Cecil Sims.....	4	1	2	6	8	7	6	6	8	6	5	6	5	3	3	600	50,000
1856	Lakeville.....	do.....	Ole M. Clark.....	4	2	1	4	8	4	7	1	3	0	7	.....	.....	.....	.....	15,400	.....
1857	Laletto.....	do.....	Earl F. Chase.....	4	1	1	9	12	5	2	4	2	5	3	5	3	4	2	200	15,400
1858	La Paz.....	do.....	Ralph Deany.....	4	2	0	7	4	7	10	5	3	2	4	2	3	3	2	225	14,300
1859	Lapel.....	do.....	Miss Neva Galbreath.....	4	1	2	16	12	8	10	5	6	8	6	7	6	7	6	300	9,500
1860	La Porte.....	do.....	John W. Rittinger.....	4	8	6	36	38	34	34	26	24	20	18	20	14	7	4	1,070	65,000
1861	Laurel.....	do.....	A. L. Walters.....	4	2	1	6	8	4	1	2	12	7	7	6	7	3	0	80	3,500
1862	Laurel.....	do.....	J. A. Fisher.....	3	1	1	0	5	0	3	1	4	.....	.....	1	2	1	2	21	6,100
1863	Lawrence.....	do.....	Charles A. McCormick.....	4	2	0	3	3	1	1	0	4	3	0	3	0	0	0	500	7,500

Year	Location	Teacher	Dept.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368	1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415	1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429	1430	1431	1432	1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443	1444	1445	1446	1447	1448	1449	1450	1451	1452	1453	1454	1455	1456	1457	1458	1459	1460	1461	1462	1463	1464	1465	1466	1467	1468	1469	1470	1471	1472	1473	1474	1475	1476	1477	1478	1479	1480	1481	1482	1483	1484	1485	14
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TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

1908	Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Volume in library.	Value of property.		
						Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.			Boys.	Girls.
								Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
INDIANA—cont'd.																					
1908	Mentone.	High School.	I. A. Meredith.	Twp.	4	1	2	6	9	7	9	3	6	3	2	3	2	0	1,000	\$12,800	
1910	Michigan City.	do.	Milo C. Murray.	Dept.	4	5	7	12	13	8	8	7	13	10	18	22	14	6	435	101,200	
1911	Michigan City (R. F. D. 2).	Waterford High School.	Cleveland Strubbaum.	Twp.	3	1	0	3	4	1	4	1	0	25	37	1	0	0	300	2,900	
1912	Michigantown.	High School.	Waldo Wood.	do.	4	2	1	13	8	8	7	6	4	5	5	2	3	2	200	38,000	
1913	Middlebury.	do.	J. F. Lantz.	do.	4	2	1	12	13	8	7	6	4	5	5	2	3	2	840	25,100	
1914	Middlebury.	do.	J. G. Daly.	Dist.	4	3	1	14	14	9	5	7	15	12	10	12	8	4	1	500	19,000
1915	Milan.	do.	Dally E. McCoy.	do.	4	1	1	9	10	4	7	1	1	2	5	2	3	1	400	7,400	
1916	Milford.	do.	Miss Eva Kusinger.	do.	4	1	1	3	11	4	11	4	5	2	1	2	1	1	500	10,200	
1917	Mill Creek.	do.	J. E. Howland.	Twp.	3	1	0	5	2	1	1	2	1	4	6	1	1	0	180	2,200	
1918	Millersburg.	do.	J. W. Hostetler.	Dist.	3	1	0	4	2	1	1	4	6	2	4	5	1	550	10,000		
1919	Milwau.	do.	L. E. Flanagan, supt.	do.	3	1	0	4	2	1	6	3	2	2	4	0	0	300	3,100		
1920	Milroy.	do.	A. M. Taylor.	Twp.	4	2	0	11	9	6	7	5	8	1	5	1	4	1	2	300	4,800
1921	Milroy (R. F. D. 16).	Moscow High School.	John Geraghty.	do.	4	2	0	4	7	4	3	11	1	3	1	1	1	0	1	350	9,100
1922	Milton.	High School.	Theodore C. Davis.	Dist.	4	2	1	7	7	5	7	1	1	3	4	3	4	2	750	20,500	
1923	Milton (R. F. D. 16).	Maple Grove High School.	Perry R. Hoover.	Twp.	3	1	0	1	1	3	5	1	4	1	2	1	0	200	1,050		
1924	Mishawaka.	High School.	Miss Mary D. Welch.	Dept.	4	2	4	23	35	14	24	10	16	7	13	7	3	1,700	129,000		
1925	Mitchell.	do.	Ephraim C. Dilley.	Dist.	4	2	2	20	22	3	10	12	24	7	9	6	1	400	17,800		
1926	Modoc.	do.	Henry Snyder.	Twp.	2	1	0	3	6	1	3	3	1	3	1	1	0	300	17,800		
1927	Mongo.	do.	C. S. Twichell, supt.	do.	4	3	1	2	3	5	8	1	4	4	1	1	4	1	2	1,000	41,000
1928	Monon.	do.	Mortimer Lewis.	Dist.	4	2	1	22	21	11	8	5	6	5	10	4	10	1	1,000	41,000	
1929	Monroe City.	do.	Slater Bartlow.	Twp.	4	2	1	10	17	5	8	4	13	4	3	4	3	1	150	40,400	
1930	Monroeville.	do.	Nathan W. Coll.	Dist.	4	1	2	3	11	6	7	6	2	1	4	1	0	400	8,700		
1931	Monrovia (R. F. D. 2).	Crown Center High School.	Eugene Allie.	Twp.	3	2	0	9	6	1	0	2	4	2	4	2	4	435	3,800		
1932	Montezuma.	High School.	L. E. Thompson.	Dist.	4	2	0	6	12	5	2	3	2	1	7	1	0	80	3,675		
1933	Montgomery.	do.	James F. Mackell.	Twp.	3	1	0	3	3	7	8	0	0	2	1	0	0	12,000	12,000		
1934	Monticello.	do.	J. Bruce Dorsett.	Dist.	4	4	4	40	26	29	24	15	20	21	16	18	16	600	71,500		
1935	Montmorenci.	do.	Miss Ethel M. Wells.	Twp.	4	1	2	6	10	7	0	1	5	2	2	2	2	500	10,700		
1936	Montpelier.	do.	Troy Smith.	Dept.	4	2	3	35	46	9	14	6	4	6	12	5	3	0	2,000	2,000	

1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
Mooney.....	Mooreland.....	Mooreville.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....	Morgan.....

Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
INDIANA—contd.																				
1884	Otwell.....	Aaron Miller.....	Twp.....	4	2	0	7	2	3	6	5	4	2	4	2	4	2	1	125	1 \$300
1885	Owensville.....	C. Fred Boren.....	do.....	4	3	1	18	24	12	11	13	14	16	13	16	13	6	3	428	20,500
1886	Oxford.....	D. M. Wilson, supt.....	do.....	4	2	2	24	13	12	9	15	5	8	5	8	5	8	5	400	61,000
1887	Paoli.....	Dayton C. Atkinson.....	Dist.....	4	2	2	14	19	9	16	10	10	13	7	10	2	3	3	400	20,500
1888	Paragon.....	Lawrence L. Guess.....	Twp.....	4	2	0	4	5	4	4	6	5	8	5	7	4	4	4	847	20,200
1889	Paragon (R. F. D. 1).....	Grant Cooper.....	do.....	2	1	0	4	5	0	1									300	1,200
1890	Paris Crossing (R. F. D.).....	Miss Luella Spaulding.....	do.....	4	0	1	3	4	2	3	4	1	0	0	0	0	0	0	221	3,000
1891	Parter.....	Miss Lora Canaday.....	do.....	4	1	2	9	9	5	3	2	4	2	7	2	7	1	1	541	37,500
1892	Patoka.....	W. F. Fisher.....	do.....	4	1	1	2	5	7	3	2	4	2	1	2	0	2	0	260	7,000
1893	Patoka.....	A. W. Glasgow.....	Dist.....	4	1	1	9	12	10	6	6	12	2	6	2	4	2	0	200	8,500
1894	Pekin.....	Sherman C. Rickard.....	do.....	4	2	0	8	5	6	3	4	1	7	7	7	7	7	0	200	2,100
1895	Pendleton.....	Harry C. Reid.....	Twp.....	4	3	0	12	7	8	12	7	4	9	5	2	4	4	1	1,200	40,500
1896	Perryville.....	Marshall A. Goff.....	do.....	4	3	0	12	10	10	7	4	9	5	2	8	2	4	1	1,892	8,500
1897	Perrysville.....	D. R. Henry.....	do.....	4	1	2	14	10	10	7	4	2	8	13	4	1	1	1	1,635	120,000
1898	Petersburg.....	Paul Coughlin.....	Dist.....	4	4	2	36	53	25	27	34	38	15	31	15	31	10	12	1,900	150,000
1899	Petroleum.....	Raymond Sally.....	Dist.....	4	4	2	25	21	15	22	10	18	15	20	5	6	2	1	757	25,272
2000	Pierceton.....	Irma C. Sink.....	Twp.....	3	1	1	11	20	8	7	4	6	4	2	4	2	3	4	900	6,200
2001	Pimento.....	J. K. McCarter.....	Dist.....	3	1	0	10	12	5	7	4	5	1	2	8	2	1	350	4,080	
2002	Pittsboro.....	John F. Moore.....	Twp.....	3	1	0	9	12	6	7	4	5	1	2	8	2	1	300	21,400	
2003	Plainfield.....	J. Paul Johnson.....	Dist.....	4	2	2	11	12	15	8	3	5	3	10	4	1	4	3	300	18,300
2004	Plainville.....	A. P. Westhafer.....	Twp.....	4	2	1	10	11	2	5	6	3	10	5	10	6	4	3	430	16,300
2005	Plainville (R. F. D. 3).....	A. Mock.....	do.....	4	2	0	5	4	3	3	2	2	2	3	2	3	2	3	80	2,200
2006	Plainville (R. F. D. 3).....	B. G. Roberts.....	do.....	4	2	0	9	3	5	1	2	3	2	3	2	3	2	3	500	14,260
2007	Pleasant Lake.....	John A. Resling.....	do.....	4	2	0	10	16	6	4	4	4	2	3	2	0	2	0	480	8,900
2008	Pleasantville.....	O. E. McDowell.....	Dist.....	4	4	1	23	24	23	13	23	12	22	10	21	5	4	1	333	53,200
2009	Plymouth.....	C. O. Mitchell.....	do.....	4	4	4	30	36	14	31	17	11	13	14	10	12	0	1,000	32,000	
2010	Portland.....	Harry L. Nixon.....	do.....	4	3	4	32	36	14	31	17	11	13	14	10	12	0	1,000	32,000	
2011	Portland (R. F. D. 5).....	Jefferson Township H. S.....	Twp.....	4	1	0	5	4	4	1	2	3	1	1	0	0	0	30	25,000	

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465
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Changed from 3-year to 4-year course since 1911.

Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

	Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Volumes in library.	Value of property.		
						Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			Boys.	Girls.
								Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
INDIANA—contd.																							
2058	Shelbyville	High School.	Miss Clara J. Mitchell.	Dept.	4	4	4	29	31	46	37	25	35	18	19	15	7	3	500	\$100,880			
2059	Shelbyville (R. F. D. 8).	Green Township H. S.	W. O. Isley	Twp.	3	1	0	6	1	2	1	1	0			1	0		145	6,050			
2060	Shelbyville (R. F. D. 3).	Noble Township High School.	Earl B. Jones	do.	3	1	0	3	3	3	4	1	1			1	1	0	450	7,350			
2061	Sheridan	High School.	Herman Wimmer	Dist.	4	4	1	26	25	19	15	20	25	24	16	22	14	11	7	400	10,500		
2062	Sheridan (R. F. D.)	Adams Township H. S.	F. V. Kercheval	Twp.	4	2	1	8	8	7	5	4	4	4	1	4	1	2	0	350	8,300		
2063	Shipshewana	High School.	Levi C. Mishler	do.	4	2	1	5	5	7	7	5	6	3	1	3	1	0	450	9,800			
2064	Shoals	do.	Clyde Chatten	Dist.	4	3	1	9	13	6	17	9	11	3	6	2	6	2	4	100	19,000		
2065	Sidney	do.	Ralph R. W. Koontz	Twp.	4	2	1	10	9	5	4	8	1	8	5	8	5	4	0	200	20,000		
2066	Silver Lake	do.	J. D. Lee Cline	do.	4	1	1	10	9	6	8	5	8	4	2	2	2	5	1	408	6,100		
2067	Somersett	do.	W. B. Poe (1911).	do.	4	2	1	12	9	6	5	5	5	6	2	6	2	5	1	300	2,500		
2068	South Bond	do.	F. L. Sims	Dept.	4	16	21	193	225	144	172	81	111	37	67	37	64	15	5	3,621	273,400		
2069	South Milford	do.	Roy Perkins	Twp.	3	1	1	4	12	4	5	5	4	12	3	7	3	7	2	590	16,155		
2070	Southport	do.	Miss Lilla M. Ketchum	Twp.	4	2	1	4	3	6	6	4	4	3	6	1	6	1	2	167	4,400		
2071	South Whitley	do.	Miss Rita A. Correll	Dist.	4	1	2	8	5	3	9	5	5	3	7	3	7	1	300	4,100			
2072	Spencer	do.	C. L. Ooley	do.	4	1	3	23	21	16	22	13	0	13	12	12	6	4					
2073	Spencerville	do.	Roscoe Walter	Twp.	4	2	0	4	10	7	4	4	6	4	6	3	4	2	0	275	10,600		
2074	Springport	do.	Orval Bennett	do.	4	1	1	9	9	7	4	3	4	3	2	2	2	0	104	25,010			
2075	Spurgeon	do.	James Burdette	do.	4	2	0	7	3	3	3	5	5	3	4	3	4	0	194	16,800			
2076	Star City	do.	Miss Anna Noel	do.	4	2	0	13	6	6	6	5	8	0	4	0	4	0	200	20,100			
2077	Stillwell	do.	A. E. Knowles	do.	4	4	1	13	6	6	6	5	8	0	4	0	4	0	798	15,800			
2078	Stinesville	do.	Miss Flora M. Spencer	do.	4	4	1	14	12	5	5	3	3	2	1	2	0	1	200	10,100			
2079	Stockwell	do.	Burton C. Sharpe, supt.	do.	4	4	1	7	4	4	4	7	3	3	5	3	2	0	175	20,200			
2080	Stroaugh	do.	J. C. Hassett, supt.	do.	4	4	2	7	4	4	3	4	3	3	1	2	0	2	230	17,200			
2081	Stroh	do.	A. B. Cookery	do.	4	2	1	7	4	3	5	3	3	3	1	2	1	2	370	30,200			
2082	Sullivan	do.	Edward C. Snarr	do.	3	1	1	1	6	2	1	1	3	1	2	1	3	0	200	16,500			
2083	Summitville	do.	J. A. Nuding, supt.	Dist.	4	4	3	30	32	38	35	38	19	19	19	19	6	3	1,000	41,800			
2084	Sumner	do.	Henry W. Terry	Twp.	4	1	2	7	8	3	11	8	2	4	12	4	12	2	3	564	25,000		
2085	Swayze	do.	B. S. Williamson	Dist.	3	1	0	6	7	7	2	2	2	0	0	0	0	0	100	5,100			
2086	Switz City	do.	O. M. Aldridge	Twp.	4	2	3	15	20	9	10	7	6	4	6	4	4	0	300	19,500			

2897	St. Thomas	.....	Dist.	4	2	1	26	16	10	14	6	5	0	6	0	0	0	270	40,000
2898	St. Paul	.....	Twp.	2	2	1	6	3	2	1	15	2	5	1	1	1	0	400	4,000
2899	St. Paul City	.....	Dist.	4	4	2	17	16	4	13	15	2	5	1	5	1	130	20,000	
2900	Teaumont	.....	Twp.	4	2	0	8	1	5	6	2	2	1	5	1	5	60	5,000	
2901	Terra Haute	.....	Dist.	4	2	0	23	17	13	12	7	75	42	64	38	10	4	700	4,000
2902	Thorntown	.....	Dist.	4	2	2	30	20	10	16	10	7	13	8	0	2	0	12,000	
2903	Tioga (R. F. D. 1)	.....	Twp.	3	1	0	11	2	3	3	3	0	0	0	0	0	0	300	1,200
2904	Tipton	.....	Dist.	4	3	3	33	32	18	18	11	11	15	15	15	5	4	800	8,000
2905	Toledo	.....	Twp.	3	1	0	3	4	4	0	1	10	14	10	6	1	0	485	16,200
2906	Toledo	.....	Dist.	4	2	1	5	10	5	8	12	4	7	2	3	1	2	325	15,500
2907	Topeka	.....	Twp.	4	2	0	8	5	4	7	4	0	0	0	0	0	0	225	15,500
2908	Toronto	.....	Dist.	4	2	0	4	6	6	6	1	2	0	0	0	0	0	100	1,500
2909	Township H. S.	.....	Dist.	3	2	0	4	8	2	3	2	3	4	12	4	12	600	11,000	
2910	Township H. S.	.....	Dist.	4	2	1	12	14	16	20	16	14	4	12	4	0	800	50,150	
2911	Township H. S.	.....	Dist.	4	2	1	7	9	6	8	4	6	3	4	0	0	2	17,000	
2912	Union City	.....	Dist.	4	2	1	13	11	11	8	9	7	6	10	0	3	2	600	25,000
2913	Union Mills	.....	Dist.	4	2	0	8	5	8	8	2	4	1	1	1	1	0	155	3,200
2914	Upland	.....	Twp.	4	2	0	5	4	5	4	1	4	1	3	0	1	0	120	70,000
2915	Urbana	.....	Dist.	4	2	0	4	6	1	5	2	10	18	9	17	9	1	200	70,000
2916	Valparaiso	.....	Dist.	3	0	1	2	7	2	2	1	2	1	2	0	1	0	308	50,000
2917	Valparaiso (R. F. D. S.)	.....	Dist.	4	3	0	20	23	14	18	6	10	5	5	5	2	2	800	50,000
2918	Van Buren	.....	Dist.	4	2	3	13	14	13	13	5	13	4	8	4	8	2	550	25,600
2919	Veedersburg	.....	Twp.	4	1	1	6	6	0	2	1	0	1	4	4	2	20	15,150	
2920	Velpen	.....	Dist.	4	2	0	11	10	3	5	3	1	2	2	2	1	1	430	14,800
2921	Vernon	.....	Dist.	4	2	0	5	15	0	4	3	4	9	3	4	2	2	500	10,000
2922	Versailles	.....	Dist.	4	1	3	18	26	11	17	14	13	6	17	6	12	8	500	55,000
2923	Vevay	.....	Dist.	4	6	10	64	77	37	52	30	17	31	14	22	8	13	265	10,150
2924	Vincennes	.....	Dist.	4	2	1	4	6	6	2	4	0	4	4	3	4	3	3	6,100
2925	High School (negro)	.....	Dist.	4	4	8	55	67	26	30	24	16	46	14	40	2	0	275	6,100
2926	High School	Twp.	4	2	0	6	7	1	4	6	4	3	1	3	1	2	0	500	20,300
2927	High School	.....	Dist.	4	1	1	7	6	4	6	4	4	1	1	1	0	1	427	10,300
2928	High School	.....	Dist.	3	2	0	7	3	4	4	7	1	0	3	0	2	7	200	15,400
2929	High School	.....	Dist.	4	3	1	11	12	9	8	7	7	6	6	6	6	1	476	4,300
2930	High School	.....	Dist.	4	1	2	7	7	7	2	10	3	8	4	6	1	4	380	1,600
2931	High School	.....	Dist.	4	2	1	10	4	7	6	4	1	0	1	0	1	0	154	13,675
2932	High School	.....	Dist.	4	2	1	4	8	6	9	7	0	5	4	2	2	1	158	10,000
2933	High School	.....	Dist.	4	1	2	10	6	8	2	5	6	3	1	3	0	1	688	40,450
2934	High School	.....	Dist.	4	2	1	8	8	8	8	5	7	6	5	6	5	1	925	16,000
2935	High School	.....	Dist.	4	4	1	22	18	17	17	7	11	8	13	6	0	1	1,200	41,000
2936	High School	.....	Dist.	4	4	3	45	50	42	30	25	18	29	29	20	26	21	500	51,000
2937	High School	.....	Dist.	4	4	2	56	56	27	29	11	14	21	25	21	3	4	500	77,000
2938	High School	.....	Dist.	4	3	1	16	13	11	10	7	8	6	3	6	1	2	1,902	32,400
2939	High School	.....	Dist.	4	1	3	10	12	13	6	8	6	7	6	6	4	0	500	2,000

Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates prepared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Graduates in 1911.					
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
INDIANA—contd.																				
2134	Wawaka.....	Guy R. Hall.....	Twop.....	4	2	0	15	11	6	6	2	2	2	1	2	1	1	1	133	\$6,040
2135	Waynetown.....	E. E. Vanscoyoc.....	do.....	4	2	1	11	10	18	18	7	4	5	3	5	3	2	1	800	4,200
2136	Webster.....	O. L. Voris.....	do.....	4	2	0	6	3	4	3	1	1	3	1	3	1	3	1	75	1,275
2137	West Baden.....	Miss Elpha Terrell.....	Dist.....	4	4	1	2	4	5	3	3	0	1	2	1	2	1	1	300	500
2138	West Lafayette.....	J. O. James.....	do.....	4	4	3	28	18	28	20	10	19	10	24	10	24	2	0	400	9,800
2139	West Lebanon.....	Will J. Host.....	do.....	4	4	1	2	6	20	3	5	5	11	4	9	4	2	0	400	9,800
2140	West Middleton.....	R. Frank Shadel.....	Twop.....	4	4	2	0	10	9	3	3	6	8	3	4	4	4	0	250	17,500
2141	West Newton.....	William C. Pridgen.....	do.....	4	4	1	3	19	5	5	7	4	3	4	4	4	4	0	600	12,100
2142	West Point.....	C. V. Peterson, supt.....	do.....	4	4	1	1	6	7	5	5	4	4	2	2	1	2	0	600	14,600
2143	Westport.....	Chas. C. Updike.....	Dist.....	4	4	2	12	11	6	10	6	0	11	8	11	8	2	3	500	31,000
2144	Westville.....	Scott C. Knoll.....	Twop.....	4	4	2	1	3	3	3	3	4	0	2	6	2	0	1	500	31,000
2145	Wheatfield.....	Miss Mildred Vandeburgh.....	do.....	4	4	1	10	12	3	4	0	5	6	2	6	2	0	0	400	13,200
2146	Wheatland.....	Charles Zimmerman.....	do.....	4	2	1	3	7	5	6	6	4	8	2	8	2	3	336	22,900	
2147	Wheeler.....	Miss Belle M. Neal.....	do.....	4	4	1	5	5	4	12	0	2	5	5	5	5	4	4	890	1,250
2148	Whiteland.....	Miss Mary E. Tracy.....	do.....	4	4	1	10	6	7	2	6	7	3	8	2	0	5	4	150	2,200
2149	Whiteland (R. F. D. 15).....	Miss Anna Byers.....	do.....	4	4	1	1	4	8	2	10	3	6	0	5	0	5	150	2,200	
2150	White Water.....	Nell Good.....	do.....	4	2	0	5	1	1	5	2	0	2	2	1	2	2	2	800	15,100
2151	Whiting.....	Claude C. Whitman.....	Dept.....	4	4	4	8	20	23	8	2	8	8	8	8	8	4	2	700	150,000
2152	Wilkinson.....	Jas. T. Raab.....	Twop.....	3	1	1	14	10	10	5	4	1	1	1	1	1	0	0	6,200	0
2153	Williamsburg.....	George Hamlin, supt.....	do.....	4	4	2	9	6	3	4	1	0	1	1	0	1	0	273	7,600	24,000
2154	Williamsport.....	Norman J. Lecker.....	do.....	4	4	2	13	28	11	21	10	22	5	19	8	10	0	6	273	24,000
2155	Winamac.....	Claude Kinrick.....	Dist.....	4	4	2	32	14	11	10	22	5	19	3	17	1	1	1	800	35,250
2156	Wingate.....	Miss Margaret Weaver.....	Twop.....	4	4	1	2	13	9	10	5	2	4	5	2	3	1	3	800	35,250
2157	Winslow.....	Ormer D. Smith.....	do.....	4	4	2	0	7	5	6	1	0	2	4	3	2	0	30	30,075	30,075
2158	Wolcottville.....	Miss Mary Rose.....	Dist.....	4	4	1	8	3	6	3	3	8	4	3	4	3	2	0	438	20,400
2159	Wolf Lake.....	M. R. Buckles.....	Twop.....	4	4	2	9	17	12	5	9	6	0	4	6	4	3	0	100	3,000
2160	Worthington.....	Clarence Selby.....	Dist.....	4	4	3	1	10	20	13	14	12	17	14	13	13	13	10	100	40,200
2161	Young America.....	A. E. Bond.....	Twop.....	4	4	1	9	7	4	10	9	6	8	5	8	5	5	1	160	5,200
2162	Zanesville.....	Owen R. Bangs.....	do.....	3	1	0	12	5	5	7	1	3	1	1	1	0	1	0	40	26,100

2103	2104	Zionsville. towns.	Single Township H. S.	Fred C. Meyer.	4	2	1	10	5	0	7	0	4	7	10	7	10	0	6	.....	
		Ackley.....	High School.....	Miss Caroline H. Paul- son.	4	1	3	10	18	6	13	4	7	2	7	2	7	.....	1,320	20,300	
	2164	Adair.....	do.....	Miss Blanche B. Bray.	4	1	2	8	20	1	13	6	7	7	0	4	5	.....	300	20,300	
	2165	Adel.....	do.....	Miss E. G. Taylor.....	4	1	4	12	12	3	9	17	8	1	9	1	9	1	6	300		
	2166	Afton.....	do.....	W. J. Sharkey.....	4	2	1	9	17	14	21	6	10	6	10	5	10	5	6	12		
	2167	Agency.....	do.....	H. H. Wilson.....	4	1	2	7	5	0	5	4	3	2	3	2	3	.....	460	10,400	
	2168	Albany.....	do.....	J. R. Butler.....	3	1	1	2	10	8	7	3	8	0	3	3	8	2	2	437		
	2169	Albanyworth.....	do.....	H. O. Strieman.....	4	1	1	2	13	2	6	4	6	0	3	3	0	2	200	10,200		
	2170	Albion.....	do.....	G. W. Willett.....	4	4	4	11	51	33	35	20	21	9	21	9	4	10	1,000	43,000		
	2171	Albion.....	do.....	H. T. Thomas.....	4	1	1	11	13	2	10	8	11	7	2	4	1	0	1,000	15,000		
	2172	Albion.....	do.....	H. I. Cecil.....	4	1	2	6	11	6	0	6	4	5	8	5	1	4	325	16,000		
	2173	Albion.....	do.....	Miss Minnie J. Coate.....	4	1	6	21	46	12	22	14	13	10	18	10	18	.....	250	20,000	
	2174	Albion.....	do.....	Miss Eva Barrett.....	4	1	3	15	25	13	13	13	12	2	8	2	8	2	2	150	42,000	
	2175	Albion.....	do.....	Tracy H. Hart.....	3	1	1	5	11	3	11	2	8	3	3	3	3	3	2	1,200	42,000	
	2176	Albion.....	do.....	Miss Edna M. Windorf.	4	1	3	9	9	0	3	8	8	3	3	3	3	3	1	1,600	6,000	
	2177	Albion.....	do.....	R. A. Sell.....	4	1	1	3	7	11	6	3	8	8	3	3	3	3	.....	1,947	21,200
	2178	Albion.....	do.....	M. F. Moran.....	4	1	0	4	5	7	0	1	3	0	2	0	2	.....	200	21,000	
	2179	Albion.....	do.....	W. Allen M. Parks.....	3	1	0	4	5	7	0	1	3	0	2	0	2	.....	100	4,000	
	2180	Albion.....	do.....	E. F. Churchill.....	4	2	0	22	28	10	27	9	16	0	12	1	6	1	0	100	4,000	
	2181	Amamosa.....	do.....	Ross B. Ball.....	4	1	0	3	4	3	7	5	9	2	5	2	5	1	0	185	10,300	
	2182	Andrew.....	do.....	Miss Alma E. Harsh.....	4	1	2	10	15	6	10	5	9	2	5	2	5	1	0	40	400	
	2183	Anita.....	do.....	Charles V. Ryan.....	4	1	1	5	4	0	2	0	3	0	0	0	0	0	0	300	4,000	
	2184	Ankeny.....	do.....	E. C. Heaton.....	4	1	1	0	3	0	2	0	3	1	2	1	2	1	0	240	16,500	
	2185	Applington.....	do.....	J. J. Bradley.....	4	1	1	4	2	0	0	4	2	0	2	0	2	0	1	1,825	1,825	
	2186	Aracadia.....	do.....	H. M. Stiles.....	4	1	0	4	2	0	0	4	2	0	2	0	2	0	2	850	10,400	
	2187	Aracadia.....	do.....	W. Carl D. Kiser.....	3	1	1	4	14	5	11	2	4	0	2	3	0	0	1,000	10,400		
	2188	Arlington.....	do.....	W. R. Merriss.....	4	1	1	4	7	2	4	1	0	2	2	2	2	0	40	3,318		
	2189	Armstrong.....	do.....	Carl D. Kiser.....	4	1	1	4	7	2	4	1	0	2	2	2	3	0	.....	500	10,000
	2190	Arthur.....	do.....	M. F. Fenrod.....	2	1	0	5	1	2	4	1	0	0	1	0	1	0	1	100	4,000	
	2191	Ashton.....	do.....	Vernon M. Keener.....	3	1	0	3	8	3	5	1	0	3	0	3	0	3	150	26,500		
	2192	Atalissa.....	do.....	Wm. A. Dunlap.....	4	1	5	28	41	22	26	13	27	11	18	11	18	4	8	200	26,500	
	2193	Atlantic.....	do.....	Miss Anna O. Temple.	4	2	6	6	8	3	5	1	2	7	18	4	8	3	0	100	8,000	
	2194	Auburn.....	do.....	E. C. Evans.....	3	1	0	3	5	1	6	4	8	15	6	8	6	8	2	2	650	40,700
	2195	Auburn.....	do.....	F. W. Johansen.....	4	2	3	12	31	7	13	7	16	6	8	6	8	2	2	400	16,200	
	2196	Aurelia.....	do.....	Arthur K. Belk.....	4	1	1	3	7	9	2	7	2	4	1	2	0	2	0	90	1,030	
	2197	Aurora.....	do.....	Laurel B. Ledgerwood.	3	1	0	3	0	7	7	1	2	4	1	2	1	2	0	1	100	4,000
	2198	Aurora.....	do.....	Miss Ada L. Schmel- fer.	4	1	3	13	14	12	18	2	5	6	2	3	2	0	0	550	26,000	
		Ayrshire.....	do.....	C. H. Cookinham.	2	1	0	8	5	0	0	4	3	1	.....	0	0	0	0	100	3,100
	2199	Bagley.....	do.....	Rosecoe Applegate.	3	1	0	8	14	5	0	4	3	1	.....	0	0	0	0	50	900
	2200	Baldwin.....	do.....	Edward W. Neveln.	4	1	1	4	5	8	11	3	3	2	2	2	1	0	200	8,500		
	2201	Batavia.....	do.....	Leon O. Smith.	4	1	1	7	15	1	3	1	3	3	2	1	3	1	0	50	.....
	2202	Battle Creek.....	do.....	L. F. Smylie.	3	1	1	1	7	5	8	3	8	1	3	1	3	1	3	170	10,900	
	2203	Baxter.....	do.....	C. F. Schell.	4	1	0	4	10	3	4	0	1	3	1	0	1	0	1	350	5,350	
	2204	Baxter.....	do.....	J. C. W. Morrow.	3	1	1	4	10	3	4	0	1	3	1	0	1	0	1	150	7,250	
	2205	Bayard.....	do.....	R. H. Williams.	4	1	1	6	9	2	6	5	2	2	3	2	3	2	1	800	8,000	
	2206	Beacon.....	do.....	J. F. Stamper.	2	2	1	1	0	5	7	3	9	5	2	3	3	9	1	15	1,000	
	2207	Beaconsfield.....	do.....	J. F. Stamper.	2	2	1	1	0	5	7	3	9	5	2	3	3	9	1	15	1,000	
	2208	Bedford.....	do.....	Miss Edith B. Halner.	4	3	1	9	21	10	18	3	8	18	8	13	6	10	575	25,900		

Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
IOWA—continued.																					
2209	Pelle Plaine.....	Miss Flora Fifer.....	Dist.....	4	0	5	25	31	11	20	11	12	5	6	5	6	3	4	300	\$10,400	
2210	Bellevue.....	Paul J. Scarbro.....	do.....	4	1	3	12	13	15	14	6	5	4	6	4	5	3	1	700	16,300	
2211	Belmond.....	C. K. Hayes.....	do.....	4	1	4	18	22	12	17	15	8	12	10	5	6	5	5	750	30,500	
2212	Birmingham.....	B. H. Nevelin.....	do.....	4	1	0	0	2	5	12	3	11	2	8	2	8	1	2	400	11,000	
2213	Blairstown.....	W. J. Burney.....	do.....	2	1	0	0	3	4	4	2	1	1	1	1	1	1	1	100	5,600	
2214	Blakesburg.....	W. J. Henderson.....	do.....	2	1	0	10	3	3	0	2	2	2	11	2	9	2	7	300	6,600	
2215	Blanchard.....	Forrest H. Chandler.....	Dist.....	4	1	1	10	6	12	10	7	11	5	6	2	6	0	0	140	7,080	
2216	Blencoe.....	G. R. Buckles.....	do.....	4	2	1	10	12	14	14	7	11	5	6	4	6	2	1,100	46,000		
2217	Bloomfield.....	Geo. O. Lillegard.....	do.....	4	2	1	11	8	7	7	4	1	1	1	2	5	0	50	2,000		
2218	Bode.....	Miss Ina Hartsock.....	do.....	2	0	2	11	8	4	5	3	0	2	2	2	5	1	0	20	2,000	
2219	Bondurant.....	J. E. Marshall.....	do.....	2	0	2	55	84	23	48	16	32	12	31	8	22	4	4	150	5,100	
2220	Boone.....	J. R. Lang.....	Dist.....	4	2	0	6	4	2	1	0	1	0	0	0	0	0	1	187	8,000	
2221	Boyd.....	Miss Mary A. Murphy.....	Dist.....	4	0	2	6	5	4	2	7	9	4	4	0	0	0	0	1	150	5,100
2222	Braddyville.....	Iva R. Appleman.....	do.....	4	1	1	11	10	5	9	2	5	5	7	5	5	5	5	400	16,500	
2223	Bridgeview.....	Theodore A. Wanerus.....	do.....	4	1	1	13	10	8	10	5	8	3	2	10	2	4	1,000	11,000		
2224	Brighton.....	H. F. Jakway.....	do.....	4	1	1	15	22	14	11	8	9	2	10	2	2	6	1,500	22,000		
2225	Bristow.....	Miss Mary C. Jensen.....	do.....	4	1	1	15	22	14	11	8	9	2	10	2	2	6	1,500	22,000		
2226	Brooklyn.....	Geo. B. Jackson.....	do.....	4	1	1	15	22	14	11	8	9	2	10	2	2	6	1,500	22,000		
2227	Buffalo Center.....	C. R. Gelly (1911).....	Dist.....	4	1	1	94	110	39	70	35	46	25	43	17	24	0	3	1,200	28,000	
2228	Burlington.....	H. M. Elliott.....	Dist.....	4	1	1	94	110	39	70	35	46	25	43	17	24	0	3	1,200	28,000	
2229	Burt.....	P. D. Cowan.....	Dist.....	4	1	1	9	10	8	10	3	6	3	6	3	6	1	3	260	30,300	
2230	Burton.....	Walter F. Wellons.....	do.....	2	1	0	3	2	10	8	10	3	6	3	6	3	6	1	125	5,080	
2231	Bussey.....	H. E. Miller.....	do.....	2	1	1	4	4	4	5	1	0	0	1	0	1	0	0	625	16,000	
2232	Cambridge.....	H. W. Dana.....	do.....	4	1	1	11	12	8	9	2	9	3	11	3	11	0	6	800	10,500	
2233	Cambridge.....	Miss Myrtle Nichlin.....	do.....	4	1	1	14	17	12	20	1	13	7	15	4	13	2	0	100	10,500	
2234	Carlisle.....	L. P. Davis.....	do.....	4	1	1	14	17	12	20	1	13	7	15	4	13	2	0	100	10,500	
2235	Carroll.....	Edward E. Coe.....	do.....	4	1	1	3	10	4	11	0	4	5	3	3	3	2	1	346	16,500	
2236	Carson.....	Miss Nellie C. Smith.....	do.....	4	1	1	3	10	4	11	0	4	5	3	3	3	2	1	346	16,500	
2237	Castalia.....	Oscar B. Norris.....	do.....	4	0	1	5	9	2	8	4	2	5	0	5	0	4	2	308	11,200	
2238	Caviana.....	O. J. Farnine.....	Dist.....	4	1	1	34	53	16	24	9	20	8	20	8	20	6	10	200	36,500	
2239	Cedar Falls.....	O. J. Farnine.....	Dist.....	4	1	1	34	53	16	24	9	20	8	20	8	20	6	10	200	36,500	

2340	Center Junction...	do.	Miss Ella K. Rurrell.	Dist.	2	1	0	4	2	4	7	7	4	8	8	4	0	2	3	1	119
2341	Center Point...	do.	Henry K. Irons.	Dist.	4	0	12	12	13	28	36	21	2	20	8	20	3	4	10	600	
2342	Centerville...	do.	H. O. Field.	Dist.	4	1	1	16	16	21	21	21	2	18	10	10	0	0	1	445	
2343	Central City...	do.	F. B. Hill.	Dist.	4	3	3	32	35	21	9	0	0	0	0	0	0	0	0	800	
2344	Chariton...	do.	Harriet C. Snyder.	Dist.	4	1	1	4	0	1	4	4	4	0	0	0	0	0	0	175	
2345	Cherokee...	do.	Harry M. Tiffany.	Dist.	4	1	1	4	0	1	4	4	4	0	0	0	0	0	0	300	
2346	Churdan...	do.	R. F. Wescott.	do.	4	1	1	4	0	1	4	4	4	0	0	0	0	0	0	400	
2347	Cincinnati...	do.	Chas. D. Curtis.	do.	4	1	1	13	10	9	8	8	8	4	4	4	4	4	2	800	
2348	Clareance...	do.	J. R. Newlin.	do.	4	1	1	9	9	7	6	6	6	4	4	4	4	4	2	400	
2349	Clarion...	do.	F. A. Henderson.	do.	4	2	3	20	25	12	22	14	11	15	10	12	5	4	304		
2350	Clarksville...	do.	Miss Laura C. Eldridge.	Dist.	4	2	3	25	14	2	16	2	3	2	3	2	3	2	825		
2351	Clearfield...	do.	Miss Myra Hanger.	do.	4	1	1	9	12	7	8	6	8	0	2	0	0	0	350		
2352	Clear Lake...	do.	R. E. Davenport.	do.	4	1	1	2	6	10	5	6	8	4	15	4	15	1	500		
2353	Clear Lake...	do.	Miss Louise Brady.	do.	4	1	1	2	6	10	5	6	8	4	15	4	15	1	500		
2354	Clatsop...	do.	Miss Ida Macomb.	do.	1	0	1	7	11	11	11	11	11	11	3	10	3	10	292		
2355	Clermont...	do.	Clyde McFarlin.	do.	4	1	1	4	10	10	10	10	10	10	3	2	2	2	250		
2356	Clinton...	do.	Miss Ardella M. Billings.	Dist.	4	4	10	75	64	34	44	29	33	30	43	24	38	7	8	77,000	
2357	Coggon...	do.	Gerald A. Yeakam.	Dist.	4	1	2	1	11	4	6	3	7	1	5	1	5	0	2	200	
2358	Coln...	do.	J. W. Tavenner.	do.	4	1	1	11	11	7	6	2	10	3	5	3	5	3	2	120	
2359	Colesburg...	Graded School.	D. R. Terman.	do.	2	1	0	0	6	3	8	1	1	1	1	1	1	1	0	225	
2360	Colfax...	High School.	Miss Nellie I. Delarue.	do.	4	2	2	23	20	8	7	7	13	4	9	4	8	2	5	325	
2361	College Springs...	do.	J. Roy Mercer.	do.	2	1	2	7	9	8	12	5	6	0	0	0	0	0	0	125	
2362	Collins...	do.	C. W. Kirk.	do.	4	1	1	8	15	2	5	2	4	3	3	4	3	4	2	160	
2363	Colo...	do.	C. Frank Wilson.	do.	4	2	1	3	13	5	0	1	7	8	9	8	9	6	8	225	
2364	Columbus City...	do.	J. Fred Moore.	do.	3	1	1	16	23	10	20	7	8	8	9	8	9	6	8	252	
2365	Columbus Juncton.	do.	R. M. Wrigley.	do.	4	2	2	16	23	10	20	7	8	8	9	8	9	6	8	1,800	
2366	Conesville...	Graded School.	Mrs. Blanche Carpenter.	do.	4	0	1	3	4	1	6	1	6	1	5	0	0	0	0	150	
2367	Conrad...	do.	G. V. Orr.	do.	4	1	2	7	11	6	8	12	10	7	6	6	7	6	4	560	
2368	Conon Rapids...	High School.	H. T. Potts (1911).	do.	4	1	3	13	31	4	9	4	16	1	11	0	3	0	2	9,840	
2369	Corning...	do.	Miss Florence Rummels.	do.	4	0	4	13	19	14	14	8	14	6	11	6	11	6	11	300	
2370	Corringtonville...	do.	Miss Martha Mescham.	do.	4	0	6	8	12	10	9	8	8	8	7	6	7	5	6	500	
2371	Corwith...	do.	J. L. Lloyd.	do.	4	1	1	13	5	8	6	0	4	3	8	7	3	6	3	600	
2372	Corydon...	do.	Robert M. Stookley.	do.	4	2	5	18	28	8	15	11	20	8	20	2	3	6	3	224	
2373	Council Bluffs...	do.	C. E. Reed.	Dist.	4	2	5	18	28	8	15	11	20	8	20	2	3	6	3	1,000	
2374	Crawfordsville...	do.	John C. Woolley (1911).	Twp.	4	2	0	14	95	65	96	50	41	48	53	32	41	11	9	500	
2375	Cresco...	do.	Frederic S. Sells.	Dist.	4	2	0	8	8	7	23	11	14	6	13	6	13	1	2	300	
2376	Creston...	do.	Thos. S. Bridges.	Dist.	4	3	6	27	40	17	23	11	14	6	13	6	13	1	2	1,200	
2377	Cumberland...	do.	E. F. Richards.	Dist.	4	3	6	27	32	11	25	12	17	11	30	11	30	5	17	200	
2378	Dana...	do.	Charles Henderson.	do.	3	1	0	10	1	3	3	0	2	1	2	1	2	1	0	50	2,060
2379	Danbury...	do.	(1911) Morlan.	do.	4	1	0	9	8	3	1	5	1	5	0	3	0	3	0	600	
2380	Danville...	do.	Edw. W. Parrott.	do.	4	1	0	9	8	3	1	5	1	5	0	3	0	3	0	139	
2381	Davenport...	do.	Geo. Edw. Marshall.	Dist.	4	13	18	147	134	99	91	70	76	61	77	34	65	0	0	2,500	
2382	Davis City...	do.	James H. Dutton.	Dist.	4	1	1	11	6	3	2	10	8	7	3	3	0	0	0	350	
2383	Dawson...	Graded School.	Mrs. I. M. Rogers.	do.	2	0	1	1	4	3	2	6	1	3	3	0	2	1	0	85	
2384	Deatur...	do.	H. H. Riggle.	do.	3	0	1	1	4	7	1	3	1	2	0	1	2	1	2	102	
2385	Dedham...	do.	Miss Josephine I. Bruce.	do.	3	0	1	6	11	3	2	7	3	0	0	0	2	0	2	200	
2386	Deep River...	do.	I. E. Stutsman.	do.	4	1	2	12	10	6	7	4	5	5	3	4	3	4	0	180	

* Changed from 2-year to 4-year course since 1911.

1 Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	21		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			

IOWA—continued.																				
2287	Defiance.....	High School.....	Dist.....	3	2	0	14	11	0	0	4	3			2	3	1	2	183	1,500
2288	Delhi.....	Graded School.....	do.....	2	0	1	2	10	1	6									100	10,400
2289	Delmar.....	High School.....	do.....	2	1	3	3	5	4	7	5	6	4	3	4	7	0	1	106	10,400
2290	Delta.....	do.....	do.....	4	4	1	3	9	7	11	5	6	4	3	4	3	0	1	800	10,400
2291	Delusion.....	do.....	do.....	4	4	2	23	40	20	22	15	9	19	6	3	5	2	6	440	40,000
2292	Des Moines.....	North Des Moines H. S.	Dept.....	4	6	11	71	64	60	72	53	43	28	40	23	35	15	20	300	76,200
2293	do.....	West Des Moines H. S.	do.....	4	11	27	180	228	101	135	87	112	63	99	60	97			2,255	260,000
2294	De Soto.....	do.....	do.....	3	1	0	6	7	1	3	2	4			0	0	0	0	2	10,100
2295	De Witt.....	do.....	do.....	4	0	3	9	14	2	3	2	10	2	4	2	4	2	2	525	18,500
2296	Diagonal.....	do.....	do.....	4	1	1	3	3	6	7	2	1	0	0	0	3	0	0	100	5,100
2297	Dike.....	do.....	do.....	3	0	1	3	5	3	2	2	1	0	0	0	2	0	0	225	5,100
2298	Dodge.....	do.....	do.....	3	1	2	5	8	3	6	2	5	1	4	0	3	0	3	600	9,800
2299	Dow City.....	do.....	do.....	4	0	2	4	2	4	3	1	2	0	2	0	1	1	2	430	11,000
2300	Dowey.....	do.....	do.....	4	0	2	4	2	4	3	1	2	0	2	0	1	0	0	129	5,500
2301	Dows.....	do.....	do.....	4	4	1	12	16	11	8	5	14	6	12	0	11	0	0	250	5,500
2302	Dubautie.....	do.....	Dept.....	4	4	3	85	98	55	70	40	30	29	42	14	23	5	2	100,000	8,000
2303	Dumont.....	do.....	Dist.....	3	1	0	4	13	8	0	4	8	0	5	0	0	0	0	200	10,400
2304	Duncombe.....	do.....	do.....	3	1	0	2	5	3	2	1	1	0	5	0	0	0	0	504	10,400
2305	Duranti.....	do.....	do.....	3	1	0	2	5	3	2	1	1	0	5	0	0	0	0	600	5,200
2306	Dyersville.....	do.....	do.....	2	2	2	4	5	2	2	2	2	3	2	2	0	0	0	400	31,500
2307	Dysart.....	do.....	do.....	4	2	2	24	37	14	38	11	13	8	9	8	6	9	2	225	16,500
2308	Eagle Grove.....	do.....	do.....	4	3	1	10	12	5	20	11	7	5	12	2	12	2	3	300	6,200
2309	Earlham.....	Earlham Academy and H. S.	do.....	4	3	0	10	12	5	2	9	7	1	3	1	3	1	1	232	8,180
2310	Earville.....	High School.....	Twp.....	3	1	0	10	13	5	3	2	4	1	3	1	3	1	3	1,000	1,500
2311	Early.....	do.....	do.....	4	2	0	10	13	8	5	2	4	1	3	2	3	1	3	500	1,500
2312	Edgelyville.....	do.....	do.....	4	0	2	4	10	9	14	1	0	2	5	2	3	1	3	0	0
2313	Edgewood.....	do.....	do.....	4	0	2	13	13	9	13	10	7	0	8	2	0	0	0	2	0
2314	Felton.....	do.....	do.....	4	1	0	3	1	7	1	0	0	0	5	0	0	0	0	0	0
2315	Fileron.....	do.....	do.....	4	1	0	5	8	1	5	6	2	1	2	1	2	1	2	200	5,000
2316	Flintport.....	do.....	do.....	4	1	0	5	8	0	1	3	0	0	0	0	0	0	0	200	5,000

[illegible]

Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
IOWA—contd.																				
2261	Grafton.....	Miss Elizabeth Glass (1912).....	Dist.....	2	0	1	9	0	2	0					2	0	2	0	200	\$6,650
2262	Grand Junction.....	M. N. Mitchell.....	do.....	4	2	1	4	13	5	8	1	3	2	3	2	3	2	1	480	10,590
2263	Grand Mound.....	W. S. Stanton.....	do.....	2	1	0	6	8	4	3					4	3			190	
2264	Grand River.....	U. S. Weber (1911).....	do.....	3	2	0	6	4	3	8	7	2			5	2	3	0	126	6,200
2265	Grand View.....	L. R. McKee.....	do.....	2	1	0	2	9	0	0									70	4,700
2266	Grainger.....	S. G. Winchell.....	do.....	2	1	0	2	9	2	4					0	0	0	0	60	
2267	Grant.....	W. C. Minniburg.....	do.....	2	1	1	5	3	4	2					3	1	0	0	200	
2268	Gray.....	Chas. C. Ford.....	Twp.....	3	1	0	2	5	2	3					0	0	0	0	54	1,520
2269	Greeley.....	L. F. Riley.....	Dist.....	3	1	0	0	0	5	5	0	2			0	2	0	0	230	6,150
2270	Greene.....	Benjamin Boardman.....	do.....	4	1	2	14	16	4	12	2	4	1	5	1	5	1	4	500	20,400
2271	Greenfield.....	Miss Gertrude M. Crane.....	do.....	4	1	3	15	19	6	12	6	15	11	8	10	8	3	3	599	4,000
2272	Grimes.....	H. W. Herrick.....	do.....	4	2	0	4	8	8	12	4	8	6	6	0	0	0	0	100	7,600
2273	Grimell.....	Geo. A. Brown.....	Dept.....	4	2	10	38	49	44	47	24	38	31	46	19	32	0	0	350	88,000
2274	Griswold.....	T. B. Homan.....	Dist.....	4	1	2	13	20	5	11	4	9	3	6	3	6	3	4	650	13,755
2275	Grundy Center.....	Claude Studebaker.....	do.....	4	1	4	4	5	7	14	14	13	11	23	4	10				
2276	Guernsey.....	Miss Biddle.....	do.....	2	1	0	6	6	3	3					3	3	0	0	84	1,050
2277	Guttenberg.....	Miss Helen M. Crutt.....	do.....	4	1	3	8	13	8	10	2	4	2	3	2	3	2	1	480	18,900
2278	Hamburg.....	Harry L. Hayden.....	do.....	4	2	3	13	23	15	20	7	13	12	4	12	4	12	4	3,567	31,000
2279	Hampton.....	Miss Verna Bernard.....	do.....	4	1	4	17	35	11	24	18	7	11	9	10	9	4	2	950	41,000
2280	Hancock.....	Chas. E. Filtner.....	do.....	4	1	1	0	0	6	3	2	3	2	4	1	1	2	5	75	
2281	Harlan.....	Miss May A. Brown.....	do.....	4	0	6	19	33	13	22	11	12	12	12	11	12	7	2	1,000	41,000
2282	Hartley.....	Miss Nellie Margaret Hartung.....	do.....	4	1	3	16	10	6	20	11	10	4	8	4	8	2	2	785	42,700
2283	Hastings.....	Miss Grace M. Hydemann.....	do.....	4	0	1	3	1	0	4	2	2	2	4				50	2,250	
2284	Havelock.....	Geo. V. Annan.....	do.....	3	1	0	2	5	0	2	2	1			2	1	1	0	200	2,575
2285	Hawarden.....	J. J. Roe.....	do.....	4	3	3	20	27	13	17	15	18	11	13	11	13	3	3	1,000	50,500
2286	Hayfield.....	Leslie E. Bowker (1911).....	do.....	2	1	0	4	4	2	2					0	0	0	0	141	3,075
2287	Hedrick.....	Miss Jessie Paulger.....	do.....	4	1	2	18	19	10	8	5	13	3	7	3	7	2	0	220	8,250
2288	Hileman.....	Newton J. Hibbs.....	do.....	4	1	2	5	15	8	17	7	15	1	8	1			600	20,600	

2390	Holstein	do.	Miss Hilda G. Lammie	do.	4	1	2	7	10	3	9	1	4	4	2	4	3	2	0	1,700	17,740
2391	Hopkinton	do.	O. B. Law	do.	3	1	1	9	11	4	4	2	3	3	1	2	3	0	612	16,101	
2392	Hornack	do.	Mrs. Loreta Fowler	do.	3	0	1	4	8	2	4	1	1	4	1	3	4	0	75	7,000	
2393	Hubbard	do.	S. F. Truesdell	do.	2	1	2	6	6	2	11	0	7	0	2	0	2	1	1,000	1,500	
2394	Hudson	Graded School.	Miss N. Maude Howell	County	4	2	0	1	2	3	2	3	2	3	2	1	0	1	300	1,830	
2395	Hull	High School.	John Ludwigson	Dist.	4	1	2	2	8	5	8	2	5	1	9	11	1	1,000	10,300		
2396	Hunston	do.	C. R. Golly (1912)	do.	4	2	4	24	10	16	21	14	17	9	18	9	11	775	51,000		
2397	Hunston	do.	Miss Frank O. Quick	do.	3	0	1	8	10	2	15	0	8	1	3	0	3	300	21,500		
2398	Fluxley	do.	C. D. Lease	do.	3	0	1	1	5	2	2	2	2	3	2	3	0	216	216		
2399	Ia Grove	do.	Miss Emma J. Pank	do.	4	2	6	21	20	15	22	6	17	14	17	14	10	450	35,300		
2400	Independence	do.	Miss Elizabeth Hagan	do.	4	2	5	24	32	8	16	8	17	9	21	16	6	600	91,000		
2401	Indiana	do.	Miss Lillian A. Purk	do.	4	2	10	43	48	37	32	35	35	23	32	32	16	800	45,000		
2402	Inwood	do.	Miss Pettit	do.	4	0	3	14	16	8	11	2	5	3	2	2	2	500	12,300		
2403	Ionia	do.	O. E. Pettit	do.	4	1	0	7	4	2	5	6	5	3	3	7	2	225	3,500		
2404	Iowa City	do.	H. E. Beckmar	Dept.	4	5	12	84	81	59	72	36	38	34	37	24	32	1,400	109,000		
2405	Iowa Falls	do.	John C. Woolley (1912)	Dist.	4	3	5	26	24	17	21	28	20	4	19	6	1	1,400	1,700		
2406	Ireton	do.	W. C. Bean	do.	4	1	1	7	8	4	7	1	0	2	6	2	0	85	7,175		
2407	Irvine	do.	G. R. Groff	do.	3	1	0	7	3	1	6	1	0	1	6	2	4	80	200		
2408	Jacaville	do.	L. E. Chaplin	do.	2	1	6	20	17	17	17	15	22	5	22	3	2	140	2,050		
2409	Jackson	do.	M. M. Simons	do.	4	1	1	6	6	4	3	1	4	1	4	1	1	500	32,000		
2410	Jessup	do.	A. H. Allen	do.	4	1	1	8	9	7	6	3	3	4	7	4	7	300	8,200		
2411	Jewell	do.	E. G. Clark	do.	4	1	0	3	3	4	4	6	5	8	5	2	2	270	2,000		
2412	Jolley	do.	A. W. Glasgow	do.	4	1	1	11	5	4	6	5	8	8	2	4	2	900	7,500		
2413	Kalona	do.	Thomas W. Moreland	do.	4	1	1	1	6	0	0	2	2	2	2	1	1	150	3,400		
2414	Kanawha	do.	H. E. Hendrickson	do.	3	1	0	1	6	4	5	4	0	4	4	6	4	150	10,200		
2415	Kellerton	do.	Geo. L. Bartow	do.	4	1	1	8	3	3	3	9	6	2	0	2	0	280	12,000		
2416	Kellogg	do.	F. M. Essex	do.	4	1	1	8	3	3	3	9	6	2	0	2	1	150	6,000		
2417	Kensett	do.	Miss Lydia Robinson	do.	3	0	1	2	4	3	8	2	1	2	2	1	0	150	6,000		
2418	Kenwood Park	do.	H. M. Titus	do.	2	1	2	1	6	0	2	3	19	23	18	34	18	1,350	9,150		
2419	Keokuk	Graded School.	Robert L. Reid	do.	4	4	9	43	69	33	45	19	23	18	34	18	26	4	300	39,500	
2420	Keota	High School	Chas. M. Neveln	Dept.	4	1	4	13	13	10	13	6	2	6	5	9	2	8	1,500	22,600	
2421	Keosauqua	do.	Jay C. Gaines	Dist.	3	1	1	3	4	4	6	4	2	6	1	2	6	0	548	10,250	
2422	Keosauqua	do.	F. R. McNeal	do.	3	1	1	3	6	1	4	1	5	5	12	4	12	3	200	2,050	
2423	Kingsley	do.	Miss Anna Level	do.	4	0	3	5	11	4	12	4	9	5	12	4	12	4	200	1,150	
2424	Kinross	do.	A. P. Hogan	do.	2	1	0	4	6	3	3	1	5	1	5	0	1	140	8,080		
2425	Kirkman	do.	Miss Nora M. Ashby	do.	2	0	1	1	5	1	5	0	0	0	0	0	0	111	6,000		
2426	Knoxville	do.	Miss Florence Benson	do.	4	0	1	11	31	13	21	10	19	8	15	8	15	1,500	22,600		
2427	Ladora	do.	Edward H. Shney	do.	4	1	4	4	8	7	6	0	1	2	0	2	0	110	3,175		
2428	Lake City	do.	Arnold R. Sanders	do.	4	1	1	6	5	0	3	2	5	3	1	4	1	250	10,100		
2429	Lake Mills	do.	C. E. Andrews	do.	4	1	4	24	22	3	23	7	14	13	4	12	4	350	41,000		
2430	Lake Park	do.	R. A. Griffin	do.	4	1	4	12	18	12	18	6	6	8	16	8	16	300	17,200		
2431	Lake Park	do.	W. E. Collins	Twp.	4	1	2	12	15	12	8	6	3	3	3	3	2	1,100	30,300		
2432	Lamoni	do.	Miss Katherine Nebe	Dist.	4	1	3	10	24	11	16	10	8	4	8	4	7	500	3,800		
2433	Lamont	do.	Joseph Boman	do.	4	1	1	5	11	6	4	2	8	1	5	1	5	175	10,500		
2434	Lansing	do.	J. S. Hillard	do.	4	1	2	9	4	5	6	7	0	7	2	10	2	600	9,100		
2435	La Porte City	do.	Miss Margaret McQuilkin	do.	4	1	3	8	13	10	5	6	7	0	5	5	5	400	20,300		
2436	Larchwood	do.	Seava B. Laughlin	do.	3	1	1	9	10	1	8	0	0	0	0	0	0	0	0	0	

1 Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates pre- pared for college.	Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
IOWA—contd.																					
2361	Grafton.....	High School.....	Dist.....	2	0	1	9	0	2	0	.....	.....	.....	.....	2	0	2	0	200	\$6,650
2362	Grand Junction.....	Miss Elizabeth Glass (1912).	do.....	4	2	1	4	13	5	8	1	3	2	3	2	3	2	1	490	10,590	
2363	Grand Mound.....	W. S. Stanton.....	do.....	2	1	0	6	8	4	3	.....	.....	.....	.....	4	4	3	.....	115	1,900
2364	Grand River.....	U. S. Webber (1911).....	do.....	3	2	0	6	4	3	8	7	2	.....	.....	5	2	3	0	125	6,200
2365	Grand View.....	L. R. McKee.....	do.....	2	1	0	2	9	0	0	.....	.....	.....	.....	.....	.....	.....	.....	70	4,700
2366	Grunger.....	S. G. Winchell.....	do.....	2	1	0	2	9	2	4	.....	.....	.....	.....	.....	.....	.....	.....	70	4,700
2367	Grant.....	W. C. Minlenburg.....	do.....	2	1	1	5	3	4	2	.....	.....	.....	.....	3	1	0	0	60	
2368	Gray.....	Chas. C. Ford.....	Twp.....	2	1	0	2	5	2	5	.....	.....	.....	.....	0	0	0	0	200	
2369	Greeley.....	L. F. Riley.....	Dist.....	3	1	0	0	0	5	5	.....	.....	.....	.....	0	0	0	0	54	1,520
2370	Greene.....	Benjamin Boardman.....	do.....	4	1	2	14	16	4	8	2	4	1	5	1	5	1	4	230	6,150	
2371	Greenfield.....	H. W. Herrick.....	do.....	4	1	3	15	19	6	12	6	15	11	8	10	8	3	3	599	4,000	
2372	Grimes.....	Geo. A. Brown.....	Dept.....	4	2	0	4	8	8	12	4	8	6	6	0	0	0	0	100	7,600	
2373	Grinnell.....	T. B. Homan.....	Dist.....	4	2	10	38	49	44	47	24	38	31	46	19	32	0	0	350	88,000	
2374	Griswold.....	do.....	do.....	4	1	2	13	20	5	11	4	9	6	3	6	3	6	3	650	13,755	
2375	Grundy Center.....	do.....	do.....	2	1	0	4	5	7	14	14	13	11	23	4	10	.....	.....	84	1,050
2376	Guernsey.....	do.....	do.....	4	1	0	6	6	3	3	.....	.....	.....	.....	3	3	0	0	480	18,900
2377	Guttenberg.....	Miss Helen M. Craft.....	do.....	4	1	3	13	23	15	20	7	13	12	4	12	4	12	4	3,567	31,000	
2378	Hamberg.....	do.....	do.....	4	2	3	17	35	11	24	18	7	11	9	10	9	4	2	950	41,000	
2379	Hampton.....	do.....	do.....	4	1	1	0	6	3	2	3	2	2	4	1	4	1	2	75		
2380	Hancock.....	Miss Verna Bernard.....	do.....	4	1	0	19	33	13	22	11	12	12	12	11	12	7	5	1,000	41,000	
2381	Harlan.....	Chas. E. Fittner.....	do.....	4	0	6	16	10	6	20	11	10	4	8	4	8	2	2	785	42,700	
2382	Hartley.....	Miss Nellie Margaret Hartung.....	do.....	4	1	3	13	16	10	6	20	11	10	4	8	4	8	2	50	2,250	
2383	Hastings.....	Miss Grace M. Hydemann.....	do.....	4	0	1	3	1	0	4	2	2	2	4	.....	.....	.....	.....	200	2,575
2384	Havlock.....	Geo. V. Arman.....	do.....	3	1	0	2	5	0	2	2	1	.....	.....	2	1	1	0	1,000	50,500
2385	Hawarden.....	J. J. Roe.....	do.....	4	3	3	20	27	13	17	15	18	11	13	11	13	3	3	141	3,075	
2386	Hayfield.....	Leslie E. Bowler (1911).....	do.....	2	1	0	4	2	2	.....	.....	.....	.....	.....	0	0	0	0	120	8,250
2387	Hedrick.....	Miss Jessie Paulger.....	do.....	4	1	2	18	19	10	8	5	13	3	7	3	7	2	0	220	8,250	
2388	Hileman.....	Newton J. Hibbs.....	do.....	4	1	2	5	15	8	17	7	15	1	8	1	7	0	2	600	20,600	

2400	Holstein.....	do.	do.	do.	Miss Hilda G. Lundin	4	1	1	2	7	10	3	9	1	4	4	2	4	2	3	0	1,790	17,740
2401	Hopkinton.....	do.	do.	do.	O. B. Law	3	0	1	1	9	11	4	4	2	3	3	...	...	...	...	0	812	16,100
2402	Hunting.....	do.	do.	do.	Mr. Loretta Bower	3	0	1	2	6	8	2	11	3	6	7	0	2	0	2	1	1,000	7,000
2403	Hunting.....	do.	do.	do.	S. F. Truesdell	4	1	2	0	2	3	2	8	2	1	6	0	2	2	3	0	1,000	1,800
2404	Hudson.....	do.	do.	do.	Miss S. Mandell Howell	4	1	2	4	2	8	8	6	2	3	2	3	1	0	1	1,000	10,300	
2405	Hull.....	do.	do.	do.	John Ludwickson	4	1	2	4	2	10	16	21	14	17	9	13	9	11	0	300	21,500	
2406	Humboldt.....	do.	do.	do.	C. R. Gelly (1912)	4	1	2	4	2	2	10	2	2	2	2	2	2	2	2	0	215	35,300
2407	Humeston.....	do.	do.	do.	Miss Tirzah O. Quick	3	0	1	2	4	10	16	21	14	17	9	13	9	11	0	450	91,000	
2408	Huxley.....	do.	do.	do.	C. D. Leach	3	0	1	2	4	10	16	21	14	17	9	13	9	11	0	600	46,000	
2409	Ida Grove.....	do.	do.	do.	Miss Emma L. Funk	2	6	2	6	23	29	15	22	6	2	3	17	14	17	14	10	900	45,000
2410	Independence.....	do.	do.	do.	Miss Elizabeth Harris	4	2	5	2	24	32	18	16	8	17	8	21	16	16	6	12	800	12,300
2411	Indiana.....	do.	do.	do.	Miss Lillian A. Park	2	10	4	2	37	48	37	52	31	35	23	32	32	32	32	10	500	3,500
2412	Inwood.....	do.	do.	do.	Miss Lillian A. Park	4	0	3	0	14	16	8	11	2	5	3	5	2	2	2	2	225	109,000
2413	Ionia.....	do.	do.	do.	O. T. Pettit	4	1	0	0	7	4	2	5	6	5	3	7	2	7	0	3	1,426	1,200
2414	Iowa City.....	do.	do.	do.	H. E. Blackmar	4	12	8	1	81	58	72	36	38	34	37	24	32	15	21	1	83	1,200
2415	Iowa Falls.....	do.	do.	do.	Jno. C. Woolley (1912)	4	3	5	26	24	17	21	28	20	9	13	6	2	6	1	1	1,200	7,175
2416	Ireton.....	do.	do.	do.	W. C. Bean	4	1	1	7	8	4	4	7	1	0	...	...	...	...	...	1	80	1,200
2417	Irwin.....	do.	do.	do.	G. R. Groff	2	1	0	7	7	3	6	7	1	0	...	...	...	...	...	1	140	2,050
2418	Janesville.....	do.	do.	do.	L. E. Chaplin	3	1	1	2	1	1	6	4	3	1	4	4	1	4	1	1	300	8,200
2419	Jefferson.....	do.	do.	do.	M. M. Simons	4	1	6	20	17	17	17	15	22	5	22	3	13	2	7	300	2,000	
2420	Jefferson.....	do.	do.	do.	A. H. Allen	4	1	1	5	6	4	3	1	4	4	7	4	7	4	0	300	7,500	
2421	Jewell.....	do.	do.	do.	E. G. Clark	4	1	1	8	9	3	4	6	5	8	8	2	4	2	2	150	10,200	
2422	Jolley.....	do.	do.	do.	A. W. Glasgow	4	1	0	3	3	3	4	4	5	4	0	2	2	2	1	280	12,600	
2423	Kalona.....	do.	do.	do.	Thomas W. Moreland	4	1	1	11	5	6	0	2	2	2	2	4	4	4	6	1	150	3,600
2424	Kanawha.....	do.	do.	do.	H. E. Hendrickson	3	1	0	11	6	0	0	2	2	2	2	4	4	4	6	280	12,600	
2425	Kellerton.....	do.	do.	do.	Geo. L. Bartow	4	1	1	8	3	3	4	5	4	0	2	4	4	4	6	1	150	3,600
2426	Kellogg.....	do.	do.	do.	F. M. Essex	4	1	1	8	3	3	4	5	4	0	2	4	4	4	6	1	150	3,600
2427	Kensett.....	do.	do.	do.	Miss Lydia Robinson	3	0	1	2	4	0	2	3	8	2	1	...	...	...	...	0	150	3,600
2428	Kenwood Park.....	do.	do.	do.	H. M. Titus	2	1	1	6	0	2	3	3	8	2	1	...	...	...	...	0	150	3,600
2429	Keokuk.....	do.	do.	do.	Robert L. Reid	4	4	9	43	69	33	45	19	23	18	34	18	26	4	6	1,350	9,150	
2430	Keota.....	do.	do.	do.	Chas. M. Neveln	4	1	3	13	13	10	13	10	5	5	5	...	...	...	...	0	300	30,500
2431	Keystone.....	do.	do.	do.	Jay C. Gaines	3	1	1	3	3	4	4	6	4	1	6	...	...	...	...	0	548	10,250
2432	Kingsley.....	do.	do.	do.	F. R. McNeal	3	1	1	3	3	6	1	4	1	5	...	...	...	...	0	200	2,050	
2433	Kinross.....	do.	do.	do.	Miss Anna Level	4	0	3	5	11	4	12	4	9	5	12	4	12	4	3	200	1,150	
2434	Kirkman.....	do.	do.	do.	A. P. Hogan	2	1	0	4	6	3	3	4	9	5	12	4	12	4	3	140	8,050	
2435	Knoxville.....	do.	do.	do.	Miss Nora M. Ashby	4	0	1	2	4	1	5	1	5	...	...	...	...	...	...	111	6,000	
2436	Lacoma.....	do.	do.	do.	Miss Florence Benson	4	0	1	11	31	13	21	10	19	8	15	8	15	3	3	1,500	22,600	
2437	Lake City.....	do.	do.	do.	Edward H. Shiner	4	1	4	11	4	8	7	6	0	1	2	...	...	...	...	0	350	10,100
2438	Lake Mills.....	do.	do.	do.	Arnold R. Sander	3	1	0	4	5	0	3	2	3	2	5	...	...	...	...	2	250	41,000
2439	Lake Park.....	do.	do.	do.	C. F. Andrews	4	1	4	24	22	3	23	7	14	13	...	...	...	...	4	300	17,200	
2440	Lamoni.....	do.	do.	do.	R. A. Griffin	4	1	3	13	18	12	18	6	6	8	16	...	...	...	...	3	1,100	30,300
2441	Lamoni.....	do.	do.	do.	W. E. Collins	4	1	3	15	15	12	18	6	6	8	16	...	...	...	...	5	3,800	10,500
2442	Lamoni.....	do.	do.	do.	Miss Katherine Nebe	4	1	1	16	24	11	16	10	8	8	1	8	...	...	...	1	175	10,500
2443	Lansing.....	do.	do.	do.	J. S. Ballard	4	1	1	8	11	6	4	5	7	10	2	10	2	6	...	400	20,300	
2444	La Porte City.....	do.	do.	do.	Miss Margaret McQuinn	4	1	3	9	4	5	5	7	0	7	5	...	...	...	...	0	600	9,100
2445	Larchwood.....	do.	do.	do.	Seena E. Laughlin	3	1	1	9	10	13	10	7	0	7	5	...	...	...	...	0	400	20,300

Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates pre- sented in 1911.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
IOWA—contd.																				
Larabee.....	High School.....	Miss Mary B. Richard- son.	Dist.....	1	0	1	7	11							5	8	0	0	638	\$2,750
Laurens.....	do.....	H. M. Taylor	do.....	4	1	2	6	20	5	6	8	9	5	11	5	11	0	0	1,000	8,000
Lawler.....	do.....	H. B. Hetzler	do.....	4	1	1	4	8	10	3	4	4	2	4	2	4	1	1	400	17,500
Le Claire.....	do.....	W. C. Plymouth	do.....	4	1	0	4	2	3	4	1	3	2	4	2	4	1	0	600	16,200
Le Grand.....	do.....	E. C. Sturdevant.....	do.....	3	1	1	2	7	6	10	9	2	5	2	1	0	0	0	187	5,000
Lehigh.....	do.....	Miss Nora G. Kovernd.	do.....	4	1	2	4	10	2	8	0	5	2	1	2	1	2	1	300	20,740
Le Mars.....	do.....	Carl M. Bair.....	Dept.	4	3	5	30	46	25	40	15	18	7	16	7	16	4	10		
Lenox.....	do.....	J. A. Grunth, supt.	Dist.	4	1	2	13	24	9	11	6	13	6	13	4	11	3	2	496	8,300
Le Roy.....	Graded School.	John C. Duffield	do.....	2	1	0	7	8	0	0	2	4	2	0	2	0	0	0	228	3,500
Lester.....	do.....	E. S. Fyler	do.....	3	1	0	3	3	2	3	4	2	0	0	2	0	0	1	350	5,025
Letts.....	High School.	F. E. Bailey	do.....	4	1	1	6	4	5	6	4	4	5	3	9	9	0	0	500	6,500
Lime Springs.....	do.....	O. R. Arrington	do.....	4	1	1	8	7	11	6	4	5	3	2	7	2	6	1	400	20,250
Linden.....	do.....	Robt. G. Smith	do.....	4	1	1	6	4	4	4	8	4	6	6	2	2	5	1	396	3,000
Lineville.....	do.....	A. W. Bagley	do.....	3	1	0	4	8	0	3	4	2	2	2	2	2	0	0	600	2,500
Linn Grove.....	do.....	J. J. Sherman	do.....	3	1	2	10	4	5	16	5	8	5	3	3	5	3	0	300	15,250
Lisbon.....	do.....	C. I. Bixler	do.....	4	1	0	1	2	2	3	1	2	2	2	1	2	2	0	100	
Liscomb.....	do.....	Oscar Johnson.	do.....	3	1	0	3	3	2	3	3	2	2	2	2	2	2	0	165	3,500
Little Rock.....	do.....	W. H. Branch	do.....	3	1	1	3	0	2	2	3	5	2	2	2	2	4	0	1	
Little Sioux.....	do.....	A. J. Boylen	do.....	4	1	1	8	15	3	5	6	7	2	1	8	1	6	7	140	4,800
Livermore.....	do.....	Hugh A. Missetline	do.....	4	1	2	21	18	11	22	12	3	5	2	6	7	14	6	840	48,100
Logan.....	do.....	Miss Mary E. Rice	do.....	4	1	1	6	11	1	6	3	5	2	6	2	6	1	2	300	1,300
Lohrville.....	do.....	Elmer E. Franklin.	do.....	4	1	1	3	7	3	2	4	4	1	1	2	2	3	2	450	5,350
Lone Rock.....	do.....	F. M. Furbett	do.....	4	1	1	2	6	3	2	4	4	1	1	5	5	2	3	1,000	6,800
Lone Tree.....	do.....	N. E. Heesenius	do.....	4	1	1	17	7	6	3	4	5	3	1	6	1	5	132	5,500	
Lorimer.....	do.....	W. C. Kennedy	do.....	4	1	1	8	11	3	2	4	5	6	4	5	5	2	2	420	11,000
Lost Nation.....	do.....	Earl T. Housh	do.....	3	1	0	17	11	2	2	4	5	4	4	2	2	0	3	400	20,200
Lowden.....	do.....	Carl F. Becker	do.....	3	1	1	3	8	3	4	6	2	2	2	2	2	0	1	500	5,025
Lucas.....	do.....	John M. Stoke	do.....	3	1	1	3	5	3	4	6	2	4	0	2	2	0	0		
Lurane.....	do.....	G. H. Brinegar.	do.....	4	1	1	8	7	5	6	2	4	0	0	3	2	0	0	18,000	

2400	Lyonsville.....do	Miss Dезде C. Blackwell	2	0	2	5	5	3	3	5	6	8	14	3	4	0	0	277
2401	Lynca.....do <td>C. E. Moffitt.....Dist.</td> <td>4</td> <td>4</td> <td>5</td> <td>26</td> <td>25</td> <td>22</td> <td>22</td> <td>12</td> <td>10</td> <td>8</td> <td>14</td> <td>3</td> <td>0</td> <td>1</td> <td>0</td> <td>45,000</td>	C. E. Moffitt.....Dist.	4	4	5	26	25	22	22	12	10	8	14	3	0	1	0	45,000
2402	McCalsburg.....do <td>Charles Tefford.....do</td> <td>4</td> <td>1</td> <td>1</td> <td>4</td> <td>3</td> <td>5</td> <td>7</td> <td>6</td> <td>10</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>32</td> <td>10,000</td>	Charles Tefford.....do	4	1	1	4	3	5	7	6	10	2	1	0	0	0	32	10,000
2403	McGregor.....do <td>Bernhard McIntire.....do</td> <td>4</td> <td>2</td> <td>1</td> <td>4</td> <td>15</td> <td>4</td> <td>12</td> <td>7</td> <td>7</td> <td>6</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>1,300</td>	Bernhard McIntire.....do	4	2	1	4	15	4	12	7	7	6	5	0	0	0	1,300	
2404	McIntire.....do <td>L. E. Bowker (1912).....do</td> <td>3</td> <td>1</td> <td>0</td> <td>6</td> <td>4</td> <td>3</td> <td>3</td> <td>0</td> <td>4</td> <td>4</td> <td>5</td> <td>0</td> <td>3</td> <td>0</td> <td>1,450</td>	L. E. Bowker (1912).....do	3	1	0	6	4	3	3	0	4	4	5	0	3	0	1,450	
2405	Macdonald.....do <td>Thos. O. Tacy.....do</td> <td>3</td> <td>1</td> <td>1</td> <td>10</td> <td>10</td> <td>6</td> <td>10</td> <td>4</td> <td>4</td> <td>7</td> <td>2</td> <td>0</td> <td>2</td> <td>0</td> <td>1,775</td>	Thos. O. Tacy.....do	3	1	1	10	10	6	10	4	4	7	2	0	2	0	1,775	
2406	Madrid.....do <td>C. T. Reed.....do</td> <td>4</td> <td>1</td> <td>2</td> <td>1</td> <td>5</td> <td>0</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>0</td> <td>0</td> <td>6</td> <td>0</td> <td>1,100</td>	C. T. Reed.....do	4	1	2	1	5	0	4	4	4	4	0	0	6	0	1,100	
2407	Malcom.....do <td>J. J. Griffin.....do</td> <td>4</td> <td>1</td> <td>1</td> <td>2</td> <td>4</td> <td>3</td> <td>3</td> <td>4</td> <td>4</td> <td>5</td> <td>4</td> <td>0</td> <td>4</td> <td>1</td> <td>16,150</td>	J. J. Griffin.....do	4	1	1	2	4	3	3	4	4	5	4	0	4	1	16,150	
2408	Malvern.....do <td>Frank E. Green.....do</td> <td>4</td> <td>1</td> <td>1</td> <td>3</td> <td>4</td> <td>3</td> <td>3</td> <td>4</td> <td>4</td> <td>5</td> <td>6</td> <td>4</td> <td>4</td> <td>1</td> <td>650</td>	Frank E. Green.....do	4	1	1	3	4	3	3	4	4	5	6	4	4	1	650	
2409	Manchester.....do <td>O. M. Thompson.....do</td> <td>4</td> <td>1</td> <td>5</td> <td>27</td> <td>41</td> <td>23</td> <td>35</td> <td>8</td> <td>21</td> <td>12</td> <td>10</td> <td>11</td> <td>10</td> <td>5</td> <td>41,000</td>	O. M. Thompson.....do	4	1	5	27	41	23	35	8	21	12	10	11	10	5	41,000	
2410	Manilla.....do <td>Miss Mame R. Prosser.....do</td> <td>4</td> <td>1</td> <td>3</td> <td>9</td> <td>16</td> <td>6</td> <td>6</td> <td>4</td> <td>4</td> <td>1</td> <td>9</td> <td>1</td> <td>9</td> <td>1</td> <td>650</td>	Miss Mame R. Prosser.....do	4	1	3	9	16	6	6	4	4	1	9	1	9	1	650	
2411	Manly.....do <td>John M. W. Winchell.....do</td> <td>4</td> <td>1</td> <td>4</td> <td>4</td> <td>4</td> <td>3</td> <td>1</td> <td>0</td> <td>3</td> <td>1</td> <td>9</td> <td>1</td> <td>4</td> <td>0</td> <td>18,000</td>	John M. W. Winchell.....do	4	1	4	4	4	3	1	0	3	1	9	1	4	0	18,000	
2412	Manning.....do <td>Miss Lettie M. Condit.....do</td> <td>4</td> <td>1</td> <td>4</td> <td>9</td> <td>18</td> <td>11</td> <td>11</td> <td>9</td> <td>7</td> <td>4</td> <td>6</td> <td>4</td> <td>0</td> <td>0</td> <td>1,167</td>	Miss Lettie M. Condit.....do	4	1	4	9	18	11	11	9	7	4	6	4	0	0	1,167	
2413	Manson.....do <td>W. R. Sanay.....do</td> <td>4</td> <td>1</td> <td>4</td> <td>20</td> <td>11</td> <td>11</td> <td>14</td> <td>10</td> <td>11</td> <td>8</td> <td>1</td> <td>8</td> <td>0</td> <td>1</td> <td>155</td>	W. R. Sanay.....do	4	1	4	20	11	11	14	10	11	8	1	8	0	1	155	
2414	Mapleton.....do <td>Miss Grace Davidson.....do</td> <td>4</td> <td>1</td> <td>3</td> <td>11</td> <td>12</td> <td>4</td> <td>4</td> <td>7</td> <td>9</td> <td>1</td> <td>6</td> <td>1</td> <td>8</td> <td>0</td> <td>41,000</td>	Miss Grace Davidson.....do	4	1	3	11	12	4	4	7	9	1	6	1	8	0	41,000	
2415	Maquoketa.....do <td>Loehr.....do</td> <td>4</td> <td>3</td> <td>4</td> <td>21</td> <td>18</td> <td>17</td> <td>32</td> <td>19</td> <td>13</td> <td>6</td> <td>25</td> <td>5</td> <td>24</td> <td>1</td> <td>330</td>	Loehr.....do	4	3	4	21	18	17	32	19	13	6	25	5	24	1	330	
2416	Marathon.....do <td>Mrs. Grace M. Behr.....Twp.</td> <td>4</td> <td>3</td> <td>4</td> <td>12</td> <td>11</td> <td>0</td> <td>5</td> <td>4</td> <td>3</td> <td>5</td> <td>3</td> <td>5</td> <td>3</td> <td>1</td> <td>330</td>	Mrs. Grace M. Behr.....Twp.	4	3	4	12	11	0	5	4	3	5	3	5	3	1	330	
2417	Marble Rock.....do <td>Loren W. Imman.....do</td> <td>4</td> <td>1</td> <td>1</td> <td>9</td> <td>4</td> <td>4</td> <td>0</td> <td>6</td> <td>10</td> <td>6</td> <td>6</td> <td>2</td> <td>2</td> <td>4</td> <td>1,200</td>	Loren W. Imman.....do	4	1	1	9	4	4	0	6	10	6	6	2	2	4	1,200	
2418	Marengo.....do <td>Miss Alta B. Ferguson.....Dist.</td> <td>4</td> <td>1</td> <td>2</td> <td>6</td> <td>5</td> <td>10</td> <td>12</td> <td>2</td> <td>1</td> <td>2</td> <td>3</td> <td>2</td> <td>4</td> <td>1</td> <td>300</td>	Miss Alta B. Ferguson.....Dist.	4	1	2	6	5	10	12	2	1	2	3	2	4	1	300	
2419	Marion.....do <td>C. H. Curson.....do</td> <td>4</td> <td>2</td> <td>3</td> <td>14</td> <td>18</td> <td>8</td> <td>10</td> <td>7</td> <td>9</td> <td>5</td> <td>3</td> <td>5</td> <td>9</td> <td>0</td> <td>1,210</td>	C. H. Curson.....do	4	2	3	14	18	8	10	7	9	5	3	5	9	0	1,210	
2420	Marshalltown.....do <td>Miss Alice E. Dundy.....Dept.</td> <td>4</td> <td>2</td> <td>7</td> <td>25</td> <td>48</td> <td>17</td> <td>39</td> <td>17</td> <td>33</td> <td>10</td> <td>17</td> <td>10</td> <td>17</td> <td>5</td> <td>1,263</td>	Miss Alice E. Dundy.....Dept.	4	2	7	25	48	17	39	17	33	10	17	10	17	5	1,263	
2421	Martelle.....do <td>James C. Nelsen.....do</td> <td>4</td> <td>4</td> <td>13</td> <td>45</td> <td>64</td> <td>30</td> <td>34</td> <td>26</td> <td>21</td> <td>17</td> <td>31</td> <td>14</td> <td>28</td> <td>2</td> <td>800</td>	James C. Nelsen.....do	4	4	13	45	64	30	34	26	21	17	31	14	28	2	800	
2422	Martinsburg.....do <td>Miss Lucy B. McCoy.....do</td> <td>2</td> <td>0</td> <td>1</td> <td>5</td> <td>10</td> <td>3</td> <td>7</td> <td>0</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1,062</td>	Miss Lucy B. McCoy.....do	2	0	1	5	10	3	7	0	6	0	0	0	0	0	1,062	
2423	Mason City.....do <td>Archibald I. Trell.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>8</td> <td>1</td> <td>8</td> <td>3</td> <td>7</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>25</td>	Archibald I. Trell.....do	3	1	0	8	1	8	3	7	0	0	0	0	0	0	25	
2424	Massena.....do <td>L. P. Meade.....do</td> <td>4</td> <td>6</td> <td>10</td> <td>81</td> <td>92</td> <td>29</td> <td>49</td> <td>19</td> <td>35</td> <td>21</td> <td>28</td> <td>21</td> <td>28</td> <td>10</td> <td>189</td>	L. P. Meade.....do	4	6	10	81	92	29	49	19	35	21	28	21	28	10	189	
2425	Maurice.....do <td>Roy Combs.....Dist.</td> <td>3</td> <td>1</td> <td>1</td> <td>5</td> <td>6</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>400</td>	Roy Combs.....Dist.	3	1	1	5	6	2	2	2	2	2	2	2	1	1	400	
2426	Maxwell.....do <td>A. Van Wechel.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>2</td> <td>1</td> <td>2</td> <td>2</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>3</td> <td>1</td> <td>250</td>	A. Van Wechel.....do	3	1	0	2	1	2	2	1	2	0	0	2	3	1	250	
2427	Maynard.....do <td>Merle S. Tompkins.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>5</td> <td>13</td> <td>5</td> <td>11</td> <td>8</td> <td>11</td> <td>4</td> <td>5</td> <td>3</td> <td>5</td> <td>1</td> <td>100</td>	Merle S. Tompkins.....do	3	1	0	5	13	5	11	8	11	4	5	3	5	1	100	
2428	McDonald.....do <td>K. W. Buell.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>2</td> <td>18</td> <td>2</td> <td>10</td> <td>9</td> <td>4</td> <td>0</td> <td>1</td> <td>1</td> <td>3</td> <td>1</td> <td>150</td>	K. W. Buell.....do	3	1	0	2	18	2	10	9	4	0	1	1	3	1	150	
2429	Medford.....do <td>Miss Jane McCormick.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>13</td> <td>11</td> <td>15</td> <td>0</td> <td>4</td> <td>0</td> <td>1</td> <td>15</td> <td>2</td> <td>5</td> <td>1</td> <td>1,220</td>	Miss Jane McCormick.....do	3	1	0	13	11	15	0	4	0	1	15	2	5	1	1,220	
2430	Medopolis.....do <td>W. A. C. Ellis, supt.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>2</td> <td>6</td> <td>8</td> <td>7</td> <td>5</td> <td>3</td> <td>2</td> <td>5</td> <td>2</td> <td>5</td> <td>2</td> <td>400</td>	W. A. C. Ellis, supt.....do	3	1	0	2	6	8	7	5	3	2	5	2	5	2	400	
2431	Melbourne.....do <td>O. W. Wesley.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>2</td> <td>2</td> <td>4</td> <td>3</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1,300</td>	O. W. Wesley.....do	3	1	0	2	2	4	3	3	0	0	0	0	0	0	1,300	
2432	Melrose.....do <td>Miss Loreta Connolly.....Commy</td> <td>4</td> <td>0</td> <td>1</td> <td>10</td> <td>6</td> <td>3</td> <td>8</td> <td>0</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>5,650</td>	Miss Loreta Connolly.....Commy	4	0	1	10	6	3	8	0	3	0	0	0	0	0	5,650	
2433	Mendon.....do <td>W. W. Derry.....Dist.</td> <td>4</td> <td>1</td> <td>1</td> <td>3</td> <td>6</td> <td>3</td> <td>2</td> <td>1</td> <td>4</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>200</td>	W. W. Derry.....Dist.	4	1	1	3	6	3	2	1	4	3	0	0	0	0	200	
2434	Merrill.....do <td>A. O. Dailey.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>3</td> <td>7</td> <td>3</td> <td>4</td> <td>5</td> <td>2</td> <td>1</td> <td>0</td> <td>3</td> <td>1</td> <td>0</td> <td>375</td>	A. O. Dailey.....do	3	1	0	3	7	3	4	5	2	1	0	3	1	0	375	
2435	Mesquit.....do <td>W. E. Hunt.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>5</td> <td>6</td> <td>3</td> <td>3</td> <td>4</td> <td>5</td> <td>2</td> <td>1</td> <td>3</td> <td>1</td> <td>0</td> <td>4,800</td>	W. E. Hunt.....do	3	1	0	5	6	3	3	4	5	2	1	3	1	0	4,800	
2436	Milford.....do <td>Charles E. Denny.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>12</td> <td>7</td> <td>6</td> <td>8</td> <td>6</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1,100</td>	Charles E. Denny.....do	3	1	0	12	7	6	8	6	5	0	0	0	0	0	1,100	
2437	Milton.....do <td>Miss Dora L. Davis.....do</td> <td>4</td> <td>0</td> <td>1</td> <td>34</td> <td>23</td> <td>12</td> <td>19</td> <td>15</td> <td>14</td> <td>7</td> <td>17</td> <td>7</td> <td>0</td> <td>0</td> <td>250</td>	Miss Dora L. Davis.....do	4	0	1	34	23	12	19	15	14	7	17	7	0	0	250	
2438	Minnetonka.....do <td>A. K. Plank.....do</td> <td>4</td> <td>1</td> <td>3</td> <td>3</td> <td>12</td> <td>2</td> <td>6</td> <td>3</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>200</td>	A. K. Plank.....do	4	1	3	3	12	2	6	3	6	0	0	0	0	0	200	
2439	Missouri Valley.....do <td>H. O. Field.....do</td> <td>4</td> <td>1</td> <td>3</td> <td>16</td> <td>15</td> <td>4</td> <td>6</td> <td>3</td> <td>10</td> <td>5</td> <td>3</td> <td>5</td> <td>3</td> <td>2</td> <td>600</td>	H. O. Field.....do	4	1	3	16	15	4	6	3	10	5	3	5	3	2	600	
2440	Mitchell.....do <td>C. W. Bond.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>3</td> <td>8</td> <td>1</td> <td>3</td> <td>1</td> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>197</td>	C. W. Bond.....do	3	1	0	3	8	1	3	1	4	0	0	0	0	0	197	
2441	Mitchell.....do <td>Thomas Smiley.....do</td> <td>4</td> <td>1</td> <td>2</td> <td>16</td> <td>16</td> <td>4</td> <td>6</td> <td>7</td> <td>6</td> <td>3</td> <td>6</td> <td>7</td> <td>0</td> <td>0</td> <td>736</td>	Thomas Smiley.....do	4	1	2	16	16	4	6	7	6	3	6	7	0	0	736	
2442	Mondak.....do <td>J. R. Butler.....do</td> <td>3</td> <td>1</td> <td>0</td> <td>3</td> <td>8</td> <td>1</td> <td>3</td> <td>1</td> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>300</td>	J. R. Butler.....do	3	1	0	3	8	1	3	1	4	0	0	0	0	0	300	
2443	Mondamin.....do <td>A. T. Barrett.....do</td> <td>4</td> <td>1</td> <td>2</td> <td>6</td> <td>6</td> <td>3</td> <td>6</td> <td>3</td> <td>2</td> <td>3</td> <td>3</td> <td>1</td> <td>4</td> <td>1</td> <td>225</td>	A. T. Barrett.....do	4	1	2	6	6	3	6	3	2	3	3	1	4	1	225	
2444	Monroe.....do <td>C. J. Collingsworth.....do</td> <td>4</td> <td>1</td> <td>3</td> <td>7</td> <td>8</td> <td>6</td> <td>7</td> <td>6</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>9,300</td>	C. J. Collingsworth.....do	4	1	3	7	8	6	7	6	3	0	0	0	0	0	9,300	
2445	Montezuma.....do <td>W. H. Meek.....do</td> <td>4</td> <td>1</td> <td>3</td> <td>15</td> <td>21</td> <td>6</td> <td>14</td> <td>6</td> <td>10</td> <td>9</td> <td>8</td> <td>1</td> <td>1</td> <td>1</td> <td>13,075</td>	W. H. Meek.....do	4	1	3	15	21	6	14	6	10	9	8	1	1	1	13,075	
2446	Montezuma.....do <td>Miss Pearl Hathaway.....do</td> <td>4</td> <td>1</td> <td>3</td> <td>19</td> <td>15</td> <td>16</td> <td>14</td> <td>6</td> <td>10</td> <td>9</td> <td>8</td> <td>3</td> <td>8</td> <td>0</td> <td>500</td>	Miss Pearl Hathaway.....do	4	1	3	19	15	16	14	6	10	9	8	3	8	0	500	
2447	Montezuma.....do <td>Miss Mary J. Jarnath.....do</td> <td>4</td> <td>1</td> <td>4</td> <td>3</td> <td>13</td> <td>16</td> <td>14</td> <td>6</td> <td>12</td> <td>3</td> <td>13</td> <td>8</td> <td>13</td> <td>0</td> <td>200</td>	Miss Mary J. Jarnath.....do	4	1	4	3	13	16	14	6	12	3	13	8	13	0	200	
2448	Monticello.....do <td>.....do</td> <td>4</td> <td>1</td> <td>4</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1,000</td>do	4	1	4	1	1	1	1	1	1	1	1	1	1	1	1,000	
2449	Monticello.....do <td>.....do</td> <td>4</td> <td>1</td> <td>4</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>3,000</td>do	4	1	4	1	1	1	1	1	1	1	1	1	1	1	3,000	

1. Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.	Volumes in library.	Value of property.
					Men	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
IOWA—contd.																					
2515	Montour.....	High School.....	Dist.....	4	1	1	5	1	2	3	4	1	5	2	5	2	3	1	100	\$10,100	
2516	Montrose.....	G. W. Kennedy.....	do.....	4	1	1	3	8	12	5	4	2	1	4	1	4	0	2	300	11,000	
2517	Moorhead.....	Thomas Connery.....	do.....	4	1	1	6	10	10	7	8	3	0	0	0	0	0	0	30	15,000	
2518	Moravia.....	Chas. H. Tye.....	do.....	4	1	1	15	20	12	8	8	2	2	6	2	2	1	2	400	21,000	
2519	Morning Sun.....	Miss Lena Blanche Wilson.....	do.....	4	1	3	11	15	16	10	8	13	6	11	6	11	2	1	800	65,400	
2520	Monlton.....	do.....	do.....	4	1	3	9	20	14	17	10	14	0	11	8	10	3	6	650	26,500	
2521	Mount Auburn.....	Howard Lutes.....	do.....	2	1	0	13	11	3	2	0	0	0	0	3	2	0	0	20	5,080	
2522	Mount Airy.....	Miss Mary McLean.....	do.....	4	1	4	17	17	12	15	12	21	8	6	5	5	4	4	600	27,000	
2523	Mount Pleasant.....	Miss Helen V. Carson.....	Dept.....	4	2	5	24	44	18	33	11	20	12	20	12	20	10	4	300	50,000	
2524	Mount Vernon.....	Miss M. Lillian Sneed.....	Dist.....	4	1	3	17	16	10	19	7	6	10	8	8	8	6	6	225	16,860	
2525	Morville.....	C. F. Clark.....	do.....	4	1	2	7	9	5	6	1	4	7	4	7	3	2	3	480	11,000	
2526	Murray.....	Miss Josephine Myer.....	do.....	4	1	4	7	13	6	10	6	4	4	8	7	8	2	4	18,500		
2527	Muscadine.....	Glenn E. True.....	Dept.....	4	1	4	43	66	29	29	23	18	13	14	13	14	6	7	350	61,000	
2528	Mystic.....	W. R. Gregg.....	Dist.....	4	1	2	14	27	8	14	2	18	3	2	1	2	1	0	600	15,250	
2529	Nashua.....	Miss Gertrude Bray.....	do.....	4	1	3	21	7	4	8	4	13	3	7	3	7	2	0	100	20,000	
2530	Nevada.....	Miss Letta Simmons.....	do.....	4	1	3	9	9	6	7	10	11	12	8	4	6	4	6	500	6,550	
2531	New Albion.....	A. L. Mintz.....	do.....	4	1	3	11	22	15	7	1	7	6	12	6	12	4	10	300	15,500	
2532	New Albion.....	H. C. Bowler.....	do.....	3	1	0	3	3	0	9	2	10	2	5	1	2	1	2	1,000	5,100	
2533	New Albion.....	H. C. Bowler.....	do.....	4	1	2	13	14	6	9	13	7	7	3	8	3	8	2	200	2,750	
2534	New Hampton.....	John G. McDonald.....	do.....	3	1	1	15	13	5	3	3	8	0	2	3	2	0	0	400	60	
2535	New Hartford.....	Miss Grace Clements.....	do.....	3	1	4	16	14	4	11	2	3	0	2	0	2	2	0	250	16,300	
2536	New London.....	Miss Bertha Wyant.....	do.....	4	1	2	10	14	2	16	6	8	0	4	2	4	2	2	675	12,500	
2537	New Sharon.....	Miss L. Vesta Beard.....	Dept.....	4	1	3	40	48	24	42	20	39	15	19	12	17	6	10	875	101,000	
2538	Newtown.....	J. E. Fraher.....	Dist.....	3	1	0	6	10	6	3	0	3	0	0	0	0	0	0	113	4,700	
2539	New Virginia.....	John H. Boatman.....	do.....	3	1	0	7	7	3	1	6	3	7	8	5	3	4	3	800	9,000	
2540	Nichols.....	H. Ross Wood.....	do.....	4	3	2	11	10	40	11	10	10	7	5	7	5	4	0	13	15,200	
2541	Nora Springs.....	do.....	Seminary.....	4	1	1	9	13	10	10	10	10	7	5	2	3	0	2	75	12,400	
2542	North English.....	Miss Marie Smith.....	do.....	4	1	3	11	10	40	11	10	10	7	5	2	3	0	0	200	15,200	
2543	North McGregor.....	Wm. H. Hammond.....	do.....	1	1	0	9	13	10	10	10	10	7	5	2	3	0	0	200	15,200	

2544	do	do	M. F. Wickman (1911).	do.	1	1	0	1	4	5	5	3	1	0	6	6	2	0	120	8,000	
2545	Norway	do	J. W. Dickman	do.	1	1	0	0	20	4	6	5	5	6	7	7	0	128	12,300		
2546	Oakland	do	Miss Ina E. Crowley	do.	2	1	0	0	23	10	4	6	6	7	7	0	4	1,016	15,100		
2547	Oakville	do	F. B. Curran	do.	4	1	0	0	7	10	6	5	9	0	7	3	0	598	15,081		
2548	Ochessetau	do	Miss H. Lillian Maiden	Twp.	4	0	1	2	12	8	3	13	0	7	11	4	0	200	20,260		
2549	Odessa	do	Miss Irma G. Bangs	Dist.	4	1	0	0	30	19	13	6	10	5	10	1	5	1,675	30,900		
2550	Odsbolt	do	Miss Gertrude Ayers	Dept.	4	1	0	0	28	15	6	6	1	6	1	2	1	800	23,800		
2551	Oedweln	do	W. H. Bowser	Dial.	4	1	0	0	30	19	13	6	10	5	10	1	5	765	20,400		
2552	Oeden	do	J. F. Dickman (1912).	do.	4	1	0	0	6	11	2	5	6	9	2	0	4	1	400	55,800	
2553	Olin	do	F. E. Teller	do.	4	3	4	0	23	24	13	22	15	17	13	19	5	65	6,000		
2554	Onawa	do	B. S. Moyle	do.	4	1	0	0	2	2	2	3	3	1	3	0	2	2	1,000		
2555	Onaway	do	Miss Florence Speth	do.	4	1	0	0	5	5	4	3	12	2	6	4	3	1,000	10,250		
2556	Orangety	do	Miss M. McIntire	do.	3	1	0	0	14	10	8	14	10	5	8	5	8	1	200	4,130	
2557	Orient	do	Miss Cora H. Johnson	do.	4	1	0	0	17	31	14	12	13	14	8	20	3	800	46,000		
2558	Oregon	do	F. P. Reed (1912)	do.	4	1	0	0	20	18	27	30	8	16	2	3	2	2	1,850	1,850	
2559	Ostons	do	Fred J. Miller	Dept.	4	3	0	0	31	4	27	32	14	28	13	23	0	900	61,500		
2560	Ostons	do	H. B. Lathie	Dist.	2	1	0	0	9	0	4	3	2	6	7	0	0	400	10,275		
2561	Ostons	do	I. P. Jeffrey	do.	4	1	0	0	9	4	3	2	6	7	0	0	0	500	500		
2562	Oxford Junction	do	G. E. Farley	do.	4	1	0	0	8	6	10	5	6	6	3	0	1	0	175	5,050	
2563	Oxford Junction	do	W. M. Moore	do.	4	1	0	0	8	6	10	5	6	6	3	0	1	0	300	2,900	
2564	Packwood	do	Miss Florence G. Stoig	do.	3	1	0	0	2	3	4	4	4	3	2	1	1	0	115	2,900	
2565	Panama	do	Miss Mamie Ulrich	do.	2	0	1	0	2	4	2	3	2	3	0	210	2,050
2566	Panama	Guthrie County H. S.	Miss Sull van.	County	4	2	6	0	24	26	25	27	18	21	19	20	12	13	8	2,000	
2567	Parkburg	do	H. F. Hiley	Dist.	4	1	0	0	14	10	11	8	7	8	3	8	2	3	300	22,000	
2568	Parnell	do	L. L. Caldwell	do.	3	0	2	0	9	11	2	1	6	7	3	0	0	1	300	10,150	
2569	Paton	do	Rachel Kerni Margee	do.	4	1	0	0	14	10	11	8	7	8	3	0	0	1	300	10,150	
2570	Paulina	do	H. C. Roeliger	do.	4	1	0	0	14	10	11	8	7	8	3	0	0	1	300	10,150	
2571	Pella	do	Miss Elouise E. Emer-	son.	4	1	2	0	18	6	11	10	3	8	14	8					

Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
IOWA—contd.																				
2591	Promise City.....	B. G. Tye.....	Dist.....	2	1	0	10	9	2	5					2	5	0	1	70	\$3,010
2592	Pulaski.....	Miss Vivian Black..	do.....	3	1	1	9	6	2	7	3	2			3	3	2	1	75	12,000
2593	Quasqueton....	A. H. Allen.....	do.....	3	1	1	10	4	1	4	6	9			6	9	2		300	7,500
2594	Quimby.....	S. Gates.....	do.....	3	1	1	3	11	1	2	0	3			0	3	0		825	3,000
2595	Radcliffe.....	O. A. Ferner.....	do.....	4	2	0	2	6	3	10	1	3	0	2	0	2	0		350	10,200
2596	Randolph.....	Miss Bessie L. Chap- man.	do.....	4	1	2	3	14	8	8	6	4	6	3	2	2	1	1	310	1,800
2597	Reelfoot.....	O. W. Hunt.....	do.....	4	1	2	10	14	3	7	2	3	5	7	4	5	3	3	490	10,200
2598	Red Oak.....	Willis J. Bell.....	Dept.	4	3	6	35	35	25	30	20	30	6	20	5	20	4	6		
2599	Reinbeck.....	J. G. Hanson.....	Dist.	4	2	3	16	10	15	13	9	16	10	5	8	4	2	2	275	41,000
2600	Remsen.....	J. H. Wescoat.....	do.....	4	1	1	2	7	3	6	4	2	2	2	0	0	0	0	170	18,150
2601	Renwick.....	M. M. Miller.....	do.....	4	1	1	1	5	5	2	11	4	10	4	5	5	2	3	300	
2602	Rhodes.....	Harry A. Wolcott....	do.....	3	1	0	6	10	2	3	7	2	2	4	7	7	2		319	16,625
2603	Riceville.....	Miss Helen Dunn....	do.....	4	1	2	9	15	6	11	4	1	4	5	7	5	7	3	800	50,500
2604	Richland.....	W. M. Snyder.....	do.....	4	1	2	9	11	9	9	1	3	2	15	1	11	1	5	400	20,900
2605	Richway.....	Paul R. Pierce.....	do.....	2	1	0	3	4	2	2	3	3	2	7	0	0	0	0	40	1,550
2606	Rippey.....	Chas. Henderson (1912)	do.....	4	1	0	7	7	6	2	3	2	7	2	6	1	2	0	325	2,500
2607	Riversdale....	Miss Gertrude D'Au- tremont.	do.....	3	0	2	10	10	4						1	4	0	0		
2608	Riverton.....	Stacy L. Steeves....	do.....	4	1	1	7	7	4	3	2	5	2	4	1	2	6	1	250	20,900
2609	Rockford.....	Miss Charlotte Wagner	do.....	4	1	2	10	10	4	11	7	12	2	0	2	6			824	41,500
2610	Rock Rapids....	Miss Ella Lund.....	do.....	4	2	6	20	31	7	13	8	11	6	9	6	9	0	3	450	25,375
2611	Rock Valley....	B. T. Youell.....	do.....	4	1	3	6	8	6	9	3	8	0	9	0	9	0		1,100	50,500
2612	Rockwell.....	D. B. Grawe.....	do.....	4	1	1	2	2	7	6	2	0	6	0	0	6	0	0	200	15,250
2613	Rockwell City..	Miss Sue Tucker....	do.....	4	0	4	20	26	8	17	5	18	4	9	4	0	2	4	500	61,500
2614	Rodney.....	Carl W. Atkinson....	do.....	3	1	0	4	2	2	0	2	0	4		0	4	0	1	60	3,010
2615	Roland.....	Miss May Rice.....	do.....	4	1	2	4	8	2	3	2	3	6	3	3	6	3	2	400	8,900
2616	Rolle.....	Byron J. Still.....	do.....	4	1	3	10	15	4	11	10	10	5	6	4	5	2	500	40,700	
2617	Rose Hill.....	D. E. Hawley.....	do.....	4	1	0	6	17							2	5	1	0	50	2,575
2618	Rudd.....	Miss Anna C. Teach.	do.....	2	0	2	3	6	3	5					3	5			250	3,500
2619	Russell.....	W. H. Kalbfen.....	do.....	4	1	1	11	6	2	4	3	1	4		1	3	0	0	250	1,150

2600	Ruthven	do	W. F. Ransbrough	do	4	1	2	1	9	8	6	4	5	6	4	5	0	2	2	870	4,770
2601	Seabula	do	W. H. Pascoe	do	4	1	4	1	20	12	14	10	17	0	13	6	13	4	0	936	20,000
2602	See City	do	C. F. Garrett	do	4	2	4	2	18	22	3	7	10	0	14	0	0	1	105	11,400	
2603	Saint Asaph	do	Walter E. Sheldon	do	4	1	2	2	28	0	4	5	3	2	3	3	3	1	140	11,000	
2604	Saint Charles	do	Frank E. Moore	do	4	1	1	1	6	4	2	6	0	0	0	0	0	0	189	1,100	
2605	Salem	do	M. M. Jones	do	4	1	1	2	6	4	2	6	1	3	0	1	1	0	201	7,000	
2606	Sally	do	L. F. Manning	do	4	1	2	0	6	6	3	0	1	3	0	1	2	0	340	1,500	
2607	Salt Lake	do	Miss Grace Nolan	do	4	1	3	0	6	11	6	0	1	3	13	2	0	2	291	7,000	
2608	Salt Lake	do	Miss Edith M. Lusk	do	4	1	3	0	12	10	0	9	6	7	2	5	2	0	609	23,300	
2609	Schaller	do	Earl Cranner	do	3	1	0	4	5	1	1	5	1	5	1	5	2	0	90	2,010	
2610	Schlewig	do	Miss Mary Obinger	do	4	1	1	2	7	7	10	12	0	7	1	3	5	0	100	12,100	
2611	Sheraton	do	Thos. P. Beal	do	4	1	1	3	7	5	15	0	3	1	10	18	0	3	100	12,100	
2612	Sheraton	do	Miss Olive Perkins	do	4	1	1	3	29	32	17	11	12	10	18	10	18	1	750	16,000	
2613	Seymour Bluff	do	E. Greig Scott	do	4	1	1	1	5	8	2	5	8	5	1	3	1	0	281	1,500	
2614	Shannon City	do	B. B. Bassett	do	4	1	1	1	5	8	2	5	8	5	1	3	1	0	290	1,500	
2615	Shenfield	do	Miss Alice Fruit	do	4	1	2	0	27	3	19	10	22	0	18	9	18	0	1,300	15,500	
2616	Shelby	do	Miss Margaret Miller	do	4	1	5	1	18	12	8	9	5	8	1	6	3	0	250	1,100	
2617	Shelton	do	Mrs. A. R. McCook	do	4	1	0	3	3	5	6	7	8	5	1	6	5	3	500	51,800	
2618	Shelrock	do	F. W. Cover	do	4	1	0	8	32	44	24	30	13	29	13	20	3	2	100	1,800	
2619	Shelburg	do	Harry W. Jones	do	4	1	8	3	3	2	7	3	4	3	2	0	3	2	1	1	100
2620	Shenandoah	do	Miss Chas. Ethel Marshall	do	4	1	0	2	17	20	6	9	6	10	9	3	9	3	3	1	1,200
2621	Shueville	do	M. R. Roth	do	4	1	2	4	13	20	13	15	21	11	4	20	4	1	4	1	1,200
2622	Shueville	do	T. H. Stone	do	4	1	4	4	10	20	10	15	21	11	4	20	4	1	4	1	1,200
2623	Sidney	do	Miss Mabel A. Paul	do	4	1	4	4	4	6	5	5	4	0	2	1	7	1	0	970	12,000
2624	Sigourney	do	William C. Porter	do	4	1	1	4	4	6	5	5	4	0	2	1	7	1	0	385	7,100
2625	Silver City	do	Jacob Heemstra	do	4	1	1	4	6	5	3	2	4	0	5	1	7	1	0	383	8,800
2626	Sioux Center	do	J. S. McCowan	do	4	1	1	1	14	6	3	3	2	4	0	5	1	7	0	380	8,800
2627	Sioux																				

Changed from 3-year to 4-year course since 1911.

Value of buildings and grounds not given.

PUBLIC AND PRIVATE HIGH SCHOOLS.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.	Second year.	Third year.	Fourth year.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
IOWA—contd.																				
2669	Sumner.....	Miss Clara E. Balmat.	Dist.....	4	1	2	8	28	7	5	5	8	10	7	10	7	3	2	1,049	\$30,500
2670	Sutherland.....	Victor Hanson.....	do.....	4	1	2	13	25	11	1	7	8	8	4	8	4	6	4	1,500	1,400
2671	Swaledale.....	Clarence T. Benson.....	do.....	3	1	0	2	2	1	2	1	3	2	1	1	3	0	1	200	3,100
2672	Swea City.....	Wm. Shirley.....	do.....	4	1	1	4	3	3	10	4	6	2	4	1	2	0	1	250	8,125
2673	Tabor.....	Miss Mary L. Sutton.....	do.....	4	1	3	11	14	10	5	6	12	5	4	5	4	3	4	470	10,350
2674	Tama.....	Miss Ethel F. Carpenter.....	do.....	4	1	3	13	20	6	15	2	7	4	9	4	8	1	2	612	30,500
2675	Terrill.....	James M. Downey.....	Twp.....	3	1	0	4	7	2	4	3	6	7	.....	0	2	.....	.....	600	600
2676	Thompson.....	Fred T. Hansen.....	Dist.....	3	1	1	6	13	4	6	4	7	.....	.....	4	7	3	1	125	1,800
2677	Thornburg.....	Dwight L. Johnson.....	do.....	3	1	0	12	18	0	0	6	11	.....	.....	5	11	2	3	86	4,250
2678	Thornburg.....	R. H. Griffith.....	do.....	3	1	0	8	7	6	1	1	4	.....	.....	1	3	0	2	500	6,800
2679	Thurman.....	Claud Kerney.....	do.....	4	1	2	3	7	12	2	8	5	7	7	5	7	1	1	522	5,250
2680	Tingley.....	Ed. J. Engle.....	do.....	4	1	2	10	6	5	2	1	5	2	1	2	1	1	1	250	10,400
2681	Tipton.....	Miss June Chase.....	do.....	4	2	4	21	22	10	26	14	8	15	9	15	9	10	6	300	.....
2682	Traer.....	Miss Jessie Stuart.....	do.....	4	2	3	18	20	7	22	5	15	10	8	10	8	10	2	600	53,400
2683	Tripoli.....	Miss Margaret May Sumson.....	do.....	3	0	1	3	5	6	6	1	4	.....	.....	1	3	1	3	250	20,100
2684	Truro.....	J. H. Dennis.....	do.....	2	1	0	4	6	5	2	8	.....	.....	.....	5	8	.....	.....	200	7,050
2685	Underwood.....	Guy C. Wilson.....	do.....	2	1	1	11	12	0	8	.....	.....	.....	.....	0	2	.....	.....	250	.....
2686	Union.....	L. R. Carlisle.....	do.....	4	1	2	10	8	7	5	1	10	6	5	6	5	6	3	500	25,800
2687	Urbandale.....	N. W. Sawyer.....	do.....	3	1	1	1	4	3	2	1	5	.....	.....	1	5	1	3	30	2,350
2688	Ute.....	S. L. Miller.....	do.....	3	1	1	4	5	5	7	3	7	.....	.....	3	7	0	1	350	15,300
2689	Valley Junction.....	Jos. M. Fouls.....	do.....	4	1	3	2	7	9	9	9	4	0	3	.....	.....	.....	.....	900	30,300
2690	Valley Junction.....	Miss Gertrude Carman.....	do.....	4	2	3	11	19	7	15	6	14	2	11	2	11	2	11	300	2,100
2691	Van Horne.....	Oliver M. Given.....	do.....	3	1	1	1	6	5	5	0	4	.....	.....	0	4	0	0	300	300
2692	Van Meter.....	George Wadsworth.....	do.....	4	1	1	8	5	3	3	3	1	0	0	0	0	0	0	300	9,200
2693	Victor.....	L. L. Knight.....	do.....	4	1	2	9	9	7	10	4	11	5	5	5	5	3	3	600	5,200
2694	Villiska.....	H. D. Eckelberg.....	do.....	4	2	5	23	41	17	21	10	18	8	9	6	8	8	5	200	25,500
2695	Vinton.....	W. H. Russell.....	do.....	4	2	3	20	19	24	12	10	18	9	15	8	14	3	5	625	62,500
2696	Volga.....	A. H. Adam.....	do.....	3	1	1	2	7	5	4	8	.....	.....	.....	4	2	3	1	200	4,750
2697	Walker.....	E. S. Handley.....	do.....	3	1	1	16	20	8	4	.....	.....	.....	.....	4	2	2	1	200	4,000
2698	Wall Lake.....	W. H. Russell.....	do.....	4	1	2	5	6	5	7	3	3	3	10	2	10	2	4	1,040	10,400

2700	Walnut.....	do.	Miss Edith Payne.	do.	4	1	3	14	10	4	3	4	6	2	4	2	4	1	1	1,020	8,870	
2701	Wapello.....	do.	W. E. French.	do.	4	2	2	7	8	10	10	6	4	4	6	4	4	3	0	2,822	20,400	
2702	Washington.....	do.	E. P. Churchill.	Dept.	3	1	9	45	74	21	48	9	31	13	29	11	19	3	0	2,822	24,000	
2703	Washita.....	do.	J. Frank Garrison.	Dist.	3	1	1	4	4	6	9	2	4	4	4	2	4	1	4	800	8,100	
2704	Waterloo (East).....	do.	W. L. Orth.	Dept.	4	7	12	30	40	70	90	16	30	15	30	15	30	7	10	1,000	150,000	
2705	Waterloo High School.	do.	Gleason M. Wallace.	Dept.	4	4	12	68	81	32	46	28	24	19	34	17	34	8	12	600	82,000	
2706	Waucoma.....	do.	M. J. Minkler.	Dist.	3	1	0	8	7	5	6	2	1	1	1	1	1	0	2	260	8,100	
2707	Waukegan.....	do.	S. E. Roylan.	do.	3	1	1	12	9	5	3	0	4	4	4	0	4	0	2	160	6,400	
2708	Waukon.....	do.	W. H. Ray.	do.	4	1	4	21	16	7	17	7	11	3	8	6	6	5	6	1,750	35,960	
	Waverly.....	do.	Miss M. Eleanor Wilson.	do.	4	1	4	14	26	13	10	14	22	12	9	12	9	5	6	1,000	35,300	
2709	Webb.....	do.	H. S. Crowder.	Twp.	2	1	0	7	9	3	2	2	2	3	14	27	16	4	0	250	4,000	
2710	Weber.....	do.	Miss Ethel E. Rhodes.	Dist.	3	4	1	1	4	2	4	2	2	3	14	27	16	4	12	113	1,400	
2711	Webster City.....	do.	A. R. Parish.	do.	3	3	6	30	57	14	27	10	6	10	6	10	6	4	12	300	35,250	
2712	Weldon.....	do.	John M. Howell.	Dist.	3	1	1	6	10	10	16	3	3	3	3	3	3	1	2	10	6,025	
2713	Wellman.....	do.	W. P. Knowlton.	do.	4	1	2	10	14	10	16	3	3	3	3	3	3	1	2	375	30,000	
2714	Wesley.....	do.	Henry Meswery.	do.	4	1	2	7	13	6	11	3	3	3	3	3	3	4	2	281	10,350	
2715	West Bend.....	do.	Miss Jennie Johnson.	do.	4	1	2	0	6	11	3	3	3	3	3	3	3	4	2	800	21,000	
2716	West Branch.....	do.	Fred B. Tyler.	do.	4	1	2	11	8	7	17	11	5	7	4	7	4	5	6	330	25,000	
2717	West Liberty.....	do.	Miss Maude L. Smith.	do.	4	0	6	19	12	14	28	14	20	5	11	5	11	4	6	600	40,700	
2718	West Union.....	do.	Miss May E. Francis.	do.	4	1	0	22	28	13	7	13	8	8	7	1	7	0	4	0	0	0
2719	What Cheer.....	do.	Miss S. Edith Taber.	do.	4	1	5	13	28	13	15	6	10	6	7	6	5	6	3	2,000	20,000	
2720	Whiting.....	do.	Earle S. Smith.	do.	4	1	2	8	3	8	2	5	5	5	5	2	1	1	0	800	12,400	
2721	Whitmore.....	do.	Miss Alice J. White.	do.	3	0	1	2	4	4	2	2	2	1	1	1	1	4	0	500	10,000	
2722	Williams.....	do.	Frank H. Phillips.	do.	3	1	1	2	6	1	11	0	5	5	5	5	5	1	1	600	9,000	
2723	Williamburg.....	do.	Miss Zada French.	do.	4	0	4	7	15	8	11	3	13	5	11	4	11	4	6	965	22,800	
2724	Winfield.....	do.	Miss May Briggs.	do.	4	1	3	20	12	9	18	8	8	3	4	3	4	2	4	900	22,000	
2725	Winterset.....	do.	Miss Margaret Moore.	do.	4	1	6	20	23	19	16	10	5	14	17	14	17	6	6	530	30,500	
2726	Winthrop.....	do.	Herman W. Kunz.	do.	3	1	1	7	8	4	11	3	7	7	7	1	3	0	0	20	5,300	
2727	Wiola.....	do.	R. J. Cornell.	do.	2	1	0	4	5	1	3	1	3	3	3	1	3	0	0	200	5,300	
2728	Woodburn.....	do.	Mrs. F. Ella McKillip.	do.	3	0	1	4	0	0	2	6	3	3	1	2	1	0	1	70	4,500	
2729	Woodward.....	do.	E. A. Westroy.	do.	4	1	2	9	14	2	2	6	3	3	1	2	1	1	0	200	17,000	
2730	Wyoming.....	do.	J. M. To Winkel.	do.	4	1	0	8	7	15	6	6	9	4	0	4	0	0	863	5,200		
2731	Yale.....	do.	Lawrence R. Newby.	do.	3	1	1	3	7	2	3	0	0	0	0	0	0	0	0	140	4,099	
2732	Zealand.....	do.	F. H. Fiegt.	do.	4	1	1	12	13	4	3	8	0	2	2	2	2	2	1	200	4,150	
KANSAS.																						
2733	Abilene.....	High School.	R. B. Downs.	Dist.	4	3	5	30	55	21	43	10	20	11	23	10	23	3	7	2,000	36,800	
2734	Admire.....	do.	Gus L. Nore (1911).	do.	2	1	1	3	4	6	4	2	1	0	1	0	1	0	1	220	3,000	
2735	Albia.....	do.	H. B. Tibbels.	do.	4	1	1	6	6	3	4	2	1	2	3	3	3	1	2	220	2,000	
2736	Albia.....	do.	C. R. Ringwalt.	do.	4	1	2	12	12	4	6	4	13	8	8	8	7	2	2	350	20,500	
2737	Albia.....	do.	C. R. Mueller.	do.	4	1	2	10	10	8	4	4	13	8	8	8	7	2	2	250	20,000	
2738	Albion.....	do.	V. R. Switzer.	do.	4	1	5	10	8	4	5	4	4	4	4	2	2	1	2	800	30,000	
2739	Albion.....	Liberty County High School.	W. M. Ryser.	County.	4	1	5	34	28	14	17	19	26	23	34	23	34	8	10	1,000	31,000	
2740	Alta Vista.....	High School.	L. B. Bart.	Dist.	4	4	0	12	17	4	7	2	2	0	2	0	2	1	2	250	4,175	
2741	Alton.....	do.	Miss Grace D. Fowler.	do.	4	1	2	7	6	6	5	4	4	0	1	1	1	1	3	150	15,000	
2742	Altona.....	do.	Miss Grace D. Graham.	do.	4	1	3	1	6	6	5	4	2	0	1	1	1	1	2	200	12,265	
2743	Americus.....	do.	R. H. Thompson.	do.	4	1	1	6	13	6	4	2	0	1	1	1	1	1	3	300	3,100	
2744	Anthony.....	do.	G. C. Bailey.	do.	4	1	1	27	27	10	10	10	12	10	10	10	10	10	2	350	11,000	
2745	Argonia.....	Dixon Twp. High School.	A. M. Harron.	Dist.	4	1	1	6	6	1	1	3	5	3	3	3	3	0	0	500	20,500	

1. Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
KANSAS—contd.																						
2746	Arkansas City.....	James F. Gilliland.....	Dept.....	4	1	6	26	59	19	38	21	21	10	32	8	23	4	10	\$33,000		
2747	Atchison.....	H. P. Shepherd.....	do.....	4	7	7	62	79	39	43	17	38	13	30	9	20	7	7	806	127,700		
2748	Atlanta.....	Willis C. Perry.....	Dist.....	4	2	0	10	6	0	1	1	1	0	0	0	0	0	0	300	1,200		
2749	Attica.....	O. E. Hazlett.....	do.....	4	4	2	18	10	2	7	9	4	4	11	1	11	1	4	254	15,700		
2750	Atwood.....	O. E. Hazlett.....	County.....	4	4	2	18	26	8	14	7	4	9	13	2	2	3	320	17,000			
2751	Augusta.....	Chas. Wm. Pratt.....	Dist.....	4	4	1	14	21	6	13	13	8	8	5	9	9	3	1,000	30,000			
2752	Axtell.....	S. L. Soper.....	do.....	4	2	1	14	31	8	30	4	14	.....	.....	3	11	2	600	16,000	
2753	Baldwin.....	Oscar J. Lane.....	do.....	4	2	1	14	31	8	30	4	14	.....	.....	3	11	2	350	20,200	
2754	Bancroft.....	F. R. Palmer.....	do.....	3	1	0	2	1	3	1	3	0	1	.....	1	3	0	100	1,700		
2755	Barclay.....	R. E. Strivison.....	do.....	3	1	0	2	1	3	1	3	0	1	.....	1	3	0	235	1,250		
2756	Barnard.....	Elwood Course.....	do.....	4	4	1	9	6	10	6	10	6	5	5	4	10	1	550	17,000			
2757	Basehor.....	Chas. W. Ashbaugh.....	do.....	4	1	2	9	12	5	12	4	6	5	5	4	6	3	150	7,900			
2758	Baxter Springs.....	Miss Fern Cramer.....	do.....	3	1	1	6	12	5	12	4	6	5	5	4	6	3	400	6,250			
2759	Beattie.....	C. Kraemer.....	do.....	4	1	2	13	12	11	8	4	2	7	4	1	5	0	900	15,500			
2760	Belle Plaine.....	P. N. Heck.....	do.....	4	1	4	13	12	11	8	4	2	7	4	1	5	0	400	15,500			
2761	Belleville.....	L. P. Wharton.....	do.....	4	4	4	17	32	13	19	13	15	9	9	9	7	6	600	40,000			
2762	Beloit.....	J. L. Mickey.....	do.....	4	4	4	29	43	14	21	13	14	9	20	10	20	7	1,100	36,000			
2763	Belpre.....	C. M. Rankin.....	do.....	4	4	1	4	9	1	0	1	2	3	0	3	0	2	237	5,230			
2764	Benedict.....	John O'Brien.....	do.....	3	1	2	4	4	1	0	1	0	0	0	0	0	0	.....	3,100		
2765	Bern.....	Dora M. Wilkins.....	do.....	2	0	1	1	3	0	8	0	2	0	0	8	0	7	250	10,000		
2766	Beverly.....	M. J. Healy, Jr.....	do.....	4	1	1	1	12	2	6	0	2	0	1	0	0	0	36	10,000			
2767	Birmingham.....	Miss Mary E. Wool- verton.....	do.....	3	0	1	2	6	2	6	0	2	0	.....	0	2	0	400	4,000		
2768	Blue Mound.....	Miss M. Ellen Dingus.....	do.....	4	1	1	12	11	4	3	2	2	5	4	3	1	2	180	10,250			
2769	Blue Rapids.....	Miss Harriet Landers.....	do.....	4	2	3	15	10	12	3	8	6	4	11	2	1	3	500	250			
2770	Bonner Springs.....	Clarence T. Rice.....	do.....	4	1	3	6	23	7	15	2	13	2	2	0	2	0	230	18,750			
2771	Bronson.....	A. E. Lunsford.....	do.....	4	1	2	13	21	4	8	7	9	2	10	1	10	0	260	4,300			
2772	Brookville.....	T. J. Rollman.....	do.....	4	1	2	6	10	2	2	1	2	4	0	2	0	0	500	6,350			
2773	Bucklin.....	Mrs. Nannie L. Wright.....	do.....	4	1	1	5	12	3	12	3	3	4	0	0	0	0	350	2,750			
2774	Bucyrus.....	Fred M. Lewis.....	do.....	3	1	0	1	7	0	4	2	4	.....	.....	2	4	1	120	2,020	
2775	Buffalo.....	Bert Hemaley.....	do.....	4	1	1	4	11	7	7	6	4	1	1	1	1	0	250	11,900			

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.				High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.		Value of property.	
					Men.	Women.			First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
									Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7			8	9	10	11	12	13	14	15	16	17	18	19	20	21		
KANSAS—contd.																								
2826	Ellinwood.	Miss Helen A. Minnis.	Dist.	4	1	2			10	10	6	4	2	3	2	0	2	0	2	0	257	\$40,200		
2827	Ellis.	Miss Clara W. Carpenter.	do.	4	1	2			10	16	1	6	2	3	2	4	2	4	1	275	16,500			
2828	Ellsworth.	Miss Ethel Thomas.	do.	4	2	2			10	19	5	12	3	7	4	6	4	6	3	400	20,000			
2829	Elmdale.	H. A. Rose.	do.	2	1	1			5	10	1	3	2	5	2	2	2	2	2	314	5,000			
2830	Elmore.	Chas. R. Braden.	do.	4	1	1			1	1	2	7	2	5	2	2	2	2	2	64	7,750			
2831	Elwood.	A. B. Thayer.	do.	4	1	1			1	4	1	2	0	1	0	2	0	2	0	600	26,500			
2832	Emporia.	S. V. Peet.	Dept.	4	6	10			72	92	31	74	35	50	20	37	16	37	4	1,000	51,000			
2833	Englewood.	Guy F. Cornelius.	Dist.	4	1	1			17	12	5	5	4	2	3	1	1	1	1	350	15,600			
2834	Enterprise.	M. J. Wixson.	do.	4	1	1			14	19	2	3	5	2	3	3	1	3	1	500	6,500			
2835	Erfe.	Geo. Allen, Jr.	do.	4	1	2			9	15	5	5	3	2	3	0	3	8	2	103				
2836	Esbon.	F. D. MacDonnell.	do.	4	1	1			8	17	5	2	6	3	2	2	2	2	2	500	33,000			
2837	Eudora.	Chas. Kelly.	do.	4	1	1			14	11	8	2	6	3	2	18	12	0	0	150	10,075			
2838	Eureka.	H. E. Chandler.	do.	4	3	6			39	47	14	22	14	16	3	1	2	0	0	375	15,200			
2839	Everest.	J. B. Hitt, B. S.	do.	3	1	1			2	5	4	6	1	3	1	0	0	0	0	200	6,000			
2840	Fairview.	Lionel A. Anderson.	do.	4	1	1			11	7	0	0	0	0	1	0	0	0	0	1,800	10,000			
2841	Fall River.	Cyril M. Whitlow.	do.	3	1	0			15	10	3	6	3	8	3	4	3	4	1	75	3,000			
2842	Florence.	Mrs. Knight.	do.	4	1	1			3	5	7									100	26,000			
2843	Fontana.	V. D. Smith.	do.	1	1	0			3	10	3						0	0	0	3,000				
2844	Formoso.	R. A. Back.	do.	4	1	1			56	70	40	50	26	35	7	17	7	5	3	100	26,000			
2845	Fort Scott.	Miss Kate M. Meek.	Dept.	4	4	6			56	70	40	50	26	35	7	17	7	5	3	100	26,000			
2846	Frankfort.	M. G. Kirkpatrick.	Dist.	4	2	3			15	27	12	24	14	15	7	9	4	3	600	30,000				
2847	Freeport.	W. A. Baker.	do.	2	1	0			12	2	0						0	0	0	20	3,000			
2848	Galena.	R. R. Cook.	do.	4	3	3			30	40	15	16	6	22	6	19	3	14	3	424	32,000			
2849	Galva.	G. E. Barnhill (1911).	Dept.	4	1	0			1	1	1	1	1	2	2	0	1	0	1	100	4,000			
2850	Garden City.	F. J. Dumond.	do.	4	3	3			18	36	13	22	8	17	10	20	8	18		87	2,600			
2851	Garden Plain.	Byron Wilson.	do.	4	1	1			3	6	0	2	3	0	1	0	1	0	1	3	150	6,125		
2852	Gardner.	Edw. C. Paxton.	do.	4	2	0			8	7	5	7	7	8	3	1	5	1	0	50	12,000			
2853	Garfield.	W. A. Joseph (1911).	do.	4	1	1			3	1	6	2	1	3	1	0	1	0	0	350	35,250			
2854	Garnett.	George R. Hatt.	do.	4	3	3			24	38	15	20	8	12	7	17	0	14	0	100	2,100			
2855	Garrison.	J. E. Fraser.	do.	4	1	1			3	3	2	2	2	2	2	0	2	0	0					

2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	2978	2979	2980	2981	2982	2983	2984	2985	2986	2987	2988	2989	2990	2991	2992	2993	2994	2995	2996	2997	2998	2999	3000	3001	3002	3003	3004	3005	3006	3007	3008	3009	3010	3011	3012	3013	3014	3015	3016	3017	3018	3019	3020	3021	3022	3023	3024	3025	3026	3027	3028	3029	3030	3031	3032	3033	3034	3035	3036	3037	3038	3039	3040	3041	3042	3043	3044	3045	3046	3047	3048	3049	3050	3051	3052	3053	3054	3055	3056	3057	3058	3059	3060	3061	3062	3063	3064	3065	3066	3067	3068	3069	3070	3071	3072	3073	3074	3075	3076	3077	3078	3079	3080	3081	3082	3083	3084	3085	3086	3087	3088	3089	3090	3091	3092	3093	3094	3095	3096	3097	3098	3099	3100	3101	3102	3103	3104	3105	3106	3107	3108	3109	3110	3111	3112	3113	3114	3115	3116	3117	3118	3119	3120	3121	3122	3123	3124	3125	3126	3127	3128	3129	3130	3131	3132	3133	3134	3135	3136	3137	3138	3139	3140	3141	3142	3143	3144	3145	3146	3147	3148	3149	3150	3151	3152	3153	3154	3155	3156	3157	3158	3159	3160	3161	3162	3163	3164	3165	3166	3167	3168	3169	3170	3171	3172	3173	3174	3175	3176	3177	3178	3179	3180	3181	3182	3183	3184	3185	3186	3187	3188	3189	3190	3191	3192	3193	3194	3195	3196	3197	3198	3199	3200	3201	3202	3203	3204	3205	3206	3207	3208	3209	3210	3211	3212	3213	3214	3215	3216	3217	3218	3219	3220	3221	3222	3223	3224	3225	3226	3227	3228	3229	3230	3231	3232	3233	3234	3235	3236	3237	3238	3239	3240	3241	3242	3243	3244	3245	3246	3247	3248	3249	3250	3251	3252	3253	3254	3255	3256	3257	3258	3259	3260	3261	3262	3263	3264	3265	3266	3267	3268	3269	3270	3271	3272	3273	3274	3275	3276	3277	3278	3279	3280	3281	3282	3283	3284	3285	3286	3287	3288	3289	3290	3291	3292	3293	3294
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1 Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
KANSAS—contd.																						
2829	Ellinwood.....	Miss Helen A. Minnis.	Dist.....	4	1	2	10	10	6	4	2	3	2	0	2	0	2	0	257	\$40,200		
2827	Ellis.....	Miss Clara W. Carpenter.	do.....	4	1	2	10	16	1	6	2	3	2	4	2	4	1	4	275	16,500		
2828	Ellsworth.....	Miss Ethel Thomas.	do.....	4	2	2	10	19	5	12	3	7	4	6	4	6	3	0	400	20,000		
2829	Elmdale.....	H. A. Rose.	do.....	2	1	1	5	10	1	3	2	5	2	2	0	3	2	2	314	5,000		
2830	Elsmore.....	Chas. R. Braden.	do.....	4	1	1	1	1	2	2	2	2	2	2	2	2	2	2	96	7,720		
2831	Elwood.....	A. B. Thayer.	do.....	4	1	1	2	4	1	2	0	1	0	2	0	2	0	2	600	20,500		
2832	Emporia.....	S. U. Pett.	Dept.....	4	6	10	72	92	31	74	35	50	20	37	16	37	4	5	1,000	51,000		
2833	Englewood.....	Guy E. Cornelius.	Dist.....	4	1	1	7	12	6	5	4	2	1	1	1	1	1	0	350	15,600		
2834	Enterprise.....	M. J. Wixson.	do.....	4	1	1	14	9	3	5	5	3	2	3	3	1	3	1	500	6,500		
2835	Erie.....	Geo. A. Allen, Jr.	do.....	4	1	2	9	15	5	4	3	2	3	9	3	8	2	1	103	.....	
2836	Esbon.....	F. D. MacDonald.	do.....	4	1	1	14	11	3	2	6	3	1	0	2	2	2	2	590	.....	
2837	Eudora.....	Chas. Kelly.	do.....	4	1	1	39	47	14	22	14	16	3	18	3	12	0	0	600	33,000		
2838	Everest.....	H. F. Chandler.	do.....	4	3	6	2	5	4	3	2	2	2	2	2	0	0	0	150	10,075		
2839	Eureka.....	J. B. Hitt, B. S.	do.....	3	1	1	8	10	6	6	1	3	1	0	1	0	1	0	375	15,200		
2840	Fairview.....	Lionel A. Anderson.	do.....	3	1	0	11	7	0	0	0	0	0	0	0	0	0	0	200	6,000		
2841	Fall River.....	Cyril M. Whitlow.	do.....	3	1	1	10	7	0	0	0	0	0	0	0	0	0	0	1,800	19,000		
2842	Florence.....	Mrs. Kneass.	do.....	3	1	0	5	10	3	6	3	8	3	4	3	4	1	0	75	3,000		
2843	Florence.....	V. D. Smith.	do.....	1	1	0	3	3	3	3	3	3	3	3	3	3	3	3	75	3,000		
2844	Formoso.....	Miss A. Mack.	do.....	4	1	1	10	3	3	2	4	0	0	0	0	0	0	0	100	20,000		
2845	Fort Scott.....	Miss Kate M. Meek.	Dept.....	4	6	6	56	76	40	50	26	35	7	17	5	3	3	3	3,000	15,600		
2846	Frankfort.....	M. G. Kirkpatrick.	Dist.....	4	2	3	15	27	12	24	15	7	9	9	4	3	0	0	600	30,000		
2847	Freeport.....	W. A. Baker.	do.....	2	1	0	12	2	0	0	0	0	0	0	0	0	0	0	20	3,000		
2848	Galena.....	R. E. Cook.	do.....	4	3	3	30	40	15	16	2	22	6	19	3	14	3	6	424	32,000		
2849	Galva.....	G. E. Barnhill (1911).	Dept.....	4	1	0	1	1	1	3	2	0	1	0	1	0	1	0	1	4,000		
2850	Garden City.....	F. J. Dumond.	Dist.....	4	3	3	18	36	13	22	8	17	10	20	8	18	.....	87	2,600		
2851	Garden Plain.....	Byron Wilson.	do.....	4	1	1	8	7	0	2	3	0	0	1	0	1	3	0	150	6,125		
2852	Gardner.....	Edw. C. Paxton.	do.....	4	2	0	8	6	5	7	2	7	8	5	1	1	0	1	60	12,000		
2853	Garfield.....	W. A. Joseph (1911).	do.....	4	1	1	3	7	1	6	2	1	3	1	0	1	0	1	350	35,250		
2854	Garnett.....	George R. Hiatt.	do.....	4	3	3	24	38	15	26	8	12	7	17	6	14	6	4	100	2,100		
2855	Garrison.....	J. E. Fraser.	do.....	4	1	1	3	3	2	2	2	2	2	2	2	2	2	2	100	2,100		

2641	Glenn	do.	Miss Sophia Shaver	do.	4	1	1	2	8	13	5	10	1	0	2	1	0	0	650	21,000
2642	Glenwood	do.	A. O. Perkins	do.	4	2	0	1	2	11	4	1	0	0	0	1	0	250	11,000	
2643	Gmilia Springs	Graded School	Miss Lettie W. Mitchell	do.	4	2	0	1	5	4	1	0	1	0	0	1	0	180	370	
2644	Gmilia	High School	M. H. Yager	do.	4	1	1	2	24	21	12	22	0	16	6	7	4	370	27,500	
2645	Glauco	do.	L. M. Duttall	do.	4	1	1	1	11	18	6	0	0	8	8	2	0	275	20,200	
2646	Goddard	do.	Chas. M. Eller	do.	4	1	1	0	6	0	4	0	0	0	3	0	0	40	1,500	
2647	Goff	do.	W. A. Cain	do.	3	1	0	7	4	2	3	0	0	4	0	0	0	150	18,000	
2648	Goodland	Sherrman County H. S.	E. E. Mitchell	County	4	1	4	12	20	6	12	5	10	3	6	1	1	250	25,250	
2649	Gove	High School	A. E. Brown	Dist.	4	1	1	1	1	5	0	0	0	0	0	0	0	250	1,300	
2650	Gove	do.	C. O. Hall	do.	4	3	4	33	63	13	30	15	10	13	15	11	13	100	40,300	
2651	Great Bend	do.	L. W. Hampshire	do.	2	1	0	4	5	6	3	0	0	0	0	0	0	150	6,000	
2652	Grealey	do.	W. H. Hooper	do.	4	2	1	2	15	4	7	7	3	4	3	5	3	600	5,200	
2653	Greenleaf	Kiowa County H. S.	C. H. Brooks	County	4	1	1	10	7	5	7	5	7	5	7	4	3	200	4,100	
2654	Greensburg	Normal Training H. S.	Wayne Shaw	Dist.	4	1	1	12	10	7	8	2	6	4	9	4	8	200	5,200	
2655	Grenola	High School	C. E. Telford	do.	4	1	1	6	11	4	9	5	4	3	6	4	3	350	1,125	
2656	Gypsum	do.	Roy S. McCulloch	do.	3	1	1	2	8	9	9	7	1	5	1	5	1	440	14,300	
2657	Haddam	do.	(1912)	do.	3	1	1	1	2	8	9	9	7	1	5	1	0	50	9,050	
2658	Halstead	do.	W. O. Gibban	do.	4	2	1	3	19	11	13	9	10	4	7	4	7	300	2,200	
2659	Hamlin	Graded School	J. S. Blosser	do.	2	1	0	1	6	5	1	2	0	0	0	0	0	100	10,000	
2660	Hanover	High School	J. R. Gibbins	do.	4	1	2	2	9	6	4	7	1	4	1	6	0	1,300	10,800	
2661	Harper	do.	E. L. Fulton	do.	4	1	2	4	2	9	22	9	6	1	6	1	0	300	5,275	
2662	Harford	do.	Miss Anna H. Hogan	do.	4	1	1	2	8	6	6	11	4	12	8	4	7	1	196	5,500
2663	Harveyville	do.	Fred L. Hunsaker	do.	4	1	1	4	7	1	1	1	1	3	0	2	0	447	9,225	
2664	Havensville	do.	Frank Broom	do.	4	1	1	5	10	4	3	3	2	1	3	1	2	600	19,500	
2665	Hays	do.	Miss Annie P. Hopkins	do.	4	2	1	1	9	3	3	9	1	5	2	5	1	150	10,000	
2666	Hazelton	do.	C. W. Kinefeiter	do.	3	1	0	6	7	1	0	2	0	0	0	0	0	140	20,200	
2667	Hepler	Graded School	Jno. L. Parish	do.	4	2	2	28	17	14	11	6	16	2	5	2	5	600	31,300	
2668	Herington	High School	Francis Robb	do.	4	1	1	8	27	6	18	7	13	11	6	11	6	490	31,300	
2669	Hiaratha	do.	Geo. F. Moll	do.	4	1	1	5	11	2	10	0	0	0	0	0	0	400	6,150	
2670	Highland	do.	M. A. Jones	do.	4	1	2	16	12	4	16	4	15	4	3	4	4	490	19,698	
2671	Hill City	do.	Miss Nina Hunsberger	do.	3	1	1	10	9	2	4	13	11	20	15	13	14	1	175	10,250
2672	Hillsboro	do.	A. H. Donath	do.	4	1	1	18	25	14	20	9	17	5	8	7	8	800	32,600	
2673	Holton	do.	H. W. Paslay	do.	4	2	1	26	46	17	13	11	20	15	13	14	11	1	300	34,500
2674	Hop	do.	Anthony E. Davidson	do.	4	0	1	1	13	1	2	1	2	1	1	2	1	1	150	34,500
2675	Hope	do.	Miss Ralena O. Turner	Dept.	4	0	3	18	25	14	20	9	17	5	8	7	8	800	32,600	
2676	Howard	do.	Miss Ethel Michaels	Dist.	4	3	1	14	21	16	8	13	9	10	7	9	7	1,408	165,000	
2677	Howards	do.	Joseph H. Byers	do.	4	2	4	100	148	38	66	27	41	16	35	14	25	1,408	165,000	
2678	Humboldt	do.	S. Auer	Dept.	4	6	10	22	29	47	33	23	25	23	23	23	23	1,800	49,000	
2679	Hutchinson	Montgomery County H. S.	S. M. Auer	County	4	4	6	53	69	40	54	21	32	11	22	11	21	1,032	33,000	
2680	Independence	High School	W. H. Crothers	Dist.	4	3	7	4	6	1	4	6	1	7	3	4	0	200	10,350	
2681	Iola	do.	V. E. Worley	do.	3	1	1	8	2	6	2	5	2	2	2	2	2	2	2,800	7,000
2682	Irving	do.	Miss Chloris Anderson	do.	3	1	1	13	20	14	7	2	2	1	1	1	1	25	7,000	
2683	Jamestown	do.	S. B. Mordy	do.	3	1	1	13	20	14	7	2	2	1	1	1	1	1,500	32,000	
2684	Jennings	do.	John J. Fowler	do.	4	2	1	29	60	26	30	9	18	12	14	15	6	2,300	53,275	
2685	Jewel City	do.	F. D. Tracy	Dept.	4	1	7	23	44	13	23	6	17	7	17	7	10	200	15,500	
2686	Junction City	do.	J. W. Shideler	do.	4	4	4	28	59	14	40	14	36	6	36	6	20	171	64,000	
2687	Kansas City	do.	F. M. Marquess	do.	4	8	2	23	59	14	40	14	36	6	36	6	20	171	64,000	
2688	Kearney	do.	Miss Esther Dunn	Dist.	4	1	1	8	9	4	3	8	2	5	1	3	1	250	9,500	
2689	Kincaid	do.	Chas. A. Hall	do.	4	1	1	60	43	33	33	3	25	14	37	11	27	600	32,500	
2690	Kingsman	do.	A. E. Buxton	do.	4	2	2	17	26	12	16	16	8	9	6	8	8	1,200	30,200	
2691	Kinsley	do.		do.	4	2	2	17	26	12	16	16	8	9	6	8	8	1,200	30,200	

1 Value of buildings and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.				High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.				
					Men.	Women.			First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.							
									Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.									
1	2	3	4	5	6	7			8	9	10	11	12	13	14	15	16	17	18	19	20	21			
KANSAS—contd.																									
2006	Kiowa.....	Ira Stout.....	Dist.....	4	1	1	3	10	12	5	10	3	10	3	1	4	1	4	1	2	850	\$28,000			
2007	Kirwin.....	George Miller Ryder.....	do.....	4	4	1	5	4	13	6	8	4	0	3	2	5	1	0	1	103	5,250				
2008	La Crosse.....	Ray Heritage.....	do.....	4	2	1	3	12	6	6	8	1	5	3	2	3	3	2	1	200	10,375				
2009	La Crosse.....	C. W. Thompson.....	do.....	4	1	2	3	9	9	2	7	4	0	3	5	0	0	0	0	500	20,450				
2010	La Harpe.....	J. Oscar Brown.....	do.....	4	2	2	4	15	20	6	14	0	3	1	6	1	6	1	0	200	900				
2011	Lakin.....	Geo. L. Hensley.....	do.....	4	2	2	4	14	12	5	8	2	5	5	1	5	1	5	1	350	11,400				
2012	Lansing.....	C. G. Maier.....	do.....	4	2	2	4	11	21	9	8	0	9	2	8	2	7	1	4	600	25,820				
2013	Larned.....	A. L. Hollister.....	do.....	4	2	3	5	31	37	8	4	4	12	14	6	18	4	14	0	850	25,950				
2014	Latham.....	E. F. Finner.....	do.....	4	1	1	2	4	4	4	4	5	10	7	1	0	1	0	1	125	5,200				
2015	Lawrence.....	F. H. Olney.....	Dist.....	4	4	15	19	147	152	57	87	37	62	33	40	27	33	40	27	1,300	85,000				
2016	Leavenworth.....	Arthur H. Mabey.....	Dist.....	4	6	7	13	64	82	41	50	16	26	15	23	13	23	13	23	3,000	73,000				
2017	Lebanon.....	John R. Thierstein.....	do.....	4	1	2	3	14	12	2	9	7	16	7	2	1	2	1	2	197	17,550				
2018	Lebo.....	P. F. Bunker.....	do.....	4	2	1	3	10	12	1	7	4	5	0	10	0	8	0	2	100	20,150				
2019	Leecompton.....	Ed. Bunker.....	do.....	3	2	2	4	3	8	5	0	4	5	0	0	0	0	0	0	850	9,250				
2020	Leoda.....	T. J. Gifford, Ph. M.....	do.....	4	2	1	3	5	5	3	4	10	3	5	0	0	1	1	0	300	13,450				
2021	Leoda.....	W. A. Joseph (1912).....	County.....	4	2	1	3	5	17	4	10	2	2	4	1	0	1	0	0	125	1,350				
2022	Le Roy.....	Miss F. A. Sherman.....	Dist.....	4	1	5	6	20	17	9	7	0	5	4	0	1	4	0	3	300	26,450				
2023	Liberal.....	P. O. Kinson.....	do.....	4	2	4	6	19	33	11	27	7	13	4	7	1	6	1	6	1,300	22,400				
2024	Lincoln.....	Miss Mary B. Nelson.....	do.....	4	1	3	4	10	35	11	27	7	13	4	7	1	6	1	6	300	26,000				
2025	Linwood.....	Fred F. Busch.....	do.....	4	2	4	6	19	33	11	27	7	13	4	7	1	6	1	6	300	22,400				
2026	Little River.....	Miss Audrey Gardner.....	do.....	4	1	2	3	4	10	11	13	4	8	2	6	2	1	2	0	300	10,250				
2027	Logan.....	R. J. Hepworth.....	do.....	4	1	2	3	10	11	0	6	5	3	2	5	2	1	2	1	0	300	12,050			
2028	Long Island.....	Miss O. M. Thomas.....	do.....	3	0	1	1	5	6	8	7	1	3	5	2	5	2	1	2	150	3,500				
2029	Longton.....	G. I. Miller.....	do.....	4	1	1	2	4	8	0	3	4	0	0	0	0	1	0	0	120	15,100				
2030	Lorraine.....	B. J. Friesen.....	do.....	3	1	0	1	5	3	3	2	1	0	0	0	0	3	0	3	0	120	15,100			
2031	Lorraine.....	J. K. Ellwood.....	do.....	4	1	1	2	5	9	10	12	8	1	1	3	1	3	0	2	250	2,100				
2032	Lucas.....	T. J. Carder.....	do.....	4	1	2	3	11	8	10	12	8	1	1	3	1	3	0	2	200	8,060				
2033	Lynwood.....	Alvin Good.....	do.....	4	2	8	10	26	15	19	12	12	12	14	12	14	12	14	0	300	7,150				
2034	Lyons.....	W. H. Skinner.....	do.....	3	1	0	1	3	6	1	5	0	10	0	0	0	0	0	0	150	9,800				
2035	McCracken.....	Joseph F. Lyon.....	do.....	4	1	1	2	5	6	5	8	1	5	0	2	2	1	0	2	500	6,000				
2036	McCune.....	do.....	do.....	4	1	1	2	5	6	5	8	1	5	0	2	2	1	0	2	500	6,000				

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
KANSAS—contd.																				
2983	Parsons.....	J. A. Fray.....	Dept.....	4	4	8	57	88	28	40	20	20	13	24	12	23			1,500	\$135,000
2989	Peabody.....	Miss Edith Hanson.....	Dist.....	4	1	3	9	17	9	19	2	15	5	2	5	2	3	1	400	26,200
2990	Perry.....	William Erdman.....	do.....	4	2	1	9	10	3	7	0	0	5	6	5	2	3	0	300	21,000
2991	Perry.....	J. W. Marston.....	do.....	4	1	1	3	5	1	1	0	6	1	1	1	1	1	0	13	8,100
2992	Phillipsburg.....	Elmer Ahlstedt.....	do.....	4	1	2	14	16	9	12	3	8	1	6	1	6	0	1	177	32,500
2993	Pittsburg.....	Robt. E. Hartsock.....	do.....	4	2	10	70	101	38	62	24	60	27	36	10	36	2	1	900	76,000
2994	Plainville.....	F. C. Marks.....	Dept.....	4	1	3	20	25	6	9	1	7	5	2	2	2	2	1	75	6,100
2995	Pleasanton.....	F. H. Gillette.....	Dist.....	4	1	2	13	12	12	18	7	5	5	3	5	5	0	3	200	10,800
2996	Pomona.....	W. A. Vickers.....	do.....	4	1	1	2	5	2	4	1	6	5	1	2	1	1	1	151	6,300
2997	Portis.....	L. F. Metzler.....	do.....	4	1	1	2	3	1	3	0	0	0	0	0	0	0	0	40	8,100
2998	Potter.....	Charles Leroy Wilson.....	do.....	4	1	0	3	7	4	0	6	3	0	0	0	2	1	1	150	40,010
2999	Powhatan.....	Andrew Murphy.....	do.....	2	1	1	5	7	4	6					0	2	0	1	125	52,500
3000	Pratt.....	F. O. Krah.....	do.....	2	1	0	1	7	0	1	7	0	5	17	1	1	4	6	22	5,600
3001	Pratt.....	R. T. Cook.....	do.....	4	3	4	20	25	22	24	10	21	5	20	5	17	0	0	80	1,100
3002	Prescott.....	W. T. Crosswhite.....	do.....	2	1	0	5	7	1	1	3	0	3		0	0	0	0	200	4,300
3003	Protection.....	J. E. Dale Davis.....	do.....	2	2	0	5	5	3	1	3	0			0	0	0	0	125	10,000
3004	Quenemo.....	J. E. Willett.....	do.....	2	1	0	10	7	4	2	0	0			4	0	0	0	350	10,000
3005	Quenemo.....	G. E. Barnhill (1912).....	do.....	2	1	0	10	7	4	2	0	0			4	0	0	0	125	10,700
3006	Randall.....	J. O. Rodgers.....	do.....	2	1	0	7	8	1	1	4	0	1	0	0	0	0	2	125	500
3007	Randolph.....	S. V. Mellers.....	do.....	2	1	1	7	3	8	1	4	0	1	0	0	0	0	2	125	3,350
3008	Ransom.....	Miss Mary V. Ward.....	do.....	3	0	2	2	3	1	2	4	3	2	4	2	2	3	3	608	3,800
3009	Ransom.....	Miss Ida L. Booth.....	do.....	4	0	2	2	3	2	2	4	3	2	4	2	2	0	1	120	15,800
3010	Redford.....	Miss G. M. Baker.....	do.....	4	0	2	2	3	2	2	4	3	2	4	2	2	2	0	120	15,800
3011	Republic.....	Roy McCulloch (1911).....	do.....	4	1	1	2	3	2	2	5	6	2	2	2	2	2	0	200	8,100
3012	Reserve.....	A. L. Spargue.....	do.....	2	1	0	3	8	3	5	5	6	2	2	2	2	1	1	300	8,100
3013	Rexford.....	Zenas W. Gruncel.....	do.....	2	1	0	1	7	0	1	3				4	3	1	1	300	1,350
3014	Richmond.....	Ira L. McArthur.....	do.....	2	1	1	5	4	1	0	2	6	3	4	3	4	3	0	393	12,080
3015	Riley.....	Miss Rose E. Hadden.....	do.....	2	0	1	2	4	3	2	1	3	1	3	3	0	3	0	100	30,000
3016	Robinson.....	J. F. Holland.....	do.....	2	1	0	6	5	3	1	6	17	7	10	7	10	6	3	1,170	30,000
3017	Rosedale.....	Miss Ara Douthart.....	Dept.....	4	0	6	25	23	13	9	6	17	7	10	7	10	6	3	1,170	30,000
3018	Rose Hill.....	John W. Charles.....	Dist.....	4	2	1	9	10	1	3	2	1	1	1	1	1	1	1	1	1

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
KANSAS—contd.																				
3069	Waterville.....	High School.....	Dist.....	4	1	2	10	12	5	11	5	3	3	11	3	7	1	0	400	\$21,000
3070	Wathena.....	do.....	do.....	4	1	2	12	15	5	11	2	9	2	9	0	4	0	1	400	30,500
3071	Webber.....	do.....	do.....	2	1	0	4	4	3	3	2	4	2	0	3	3	0	75	2,000	
3072	Weir.....	do.....	do.....	3	1	0	17	35	0	3	2	4	2	...	3	4	0	2	500	
3073	Wellington.....	Sumner County High School.....	County.....	4	5	11	65	85	44	65	15	32	32	30	10	27	7	4	2,100	
3074	Wellsville.....	High School.....	Dist.....	4	0	2	12	15	3	7	4	5	2	5	1	4	1	3	300	
3075	Westmoreland.....	do.....	do.....	4	1	2	13	11	10	7	7	4	5	4	4	4	1	3	200	
3076	Westmoreland.....	do.....	do.....	4	1	2	10	7	7	7	7	7	4	4	4	4	1	3	1,300	
3077	White City.....	do.....	do.....	4	1	2	4	11	5	6	3	5	2	1	1	2	0	1	200	
3078	White Cloud.....	do.....	do.....	4	1	1	5	7	6	4	3	5	2	1	1	1	1	1	700	
3079	Whitewater.....	do.....	do.....	4	1	2	3	8	5	4	2	2	1	3	0	2	0	2	450	
3080	Whiting.....	do.....	do.....	3	0	1	2	4	4	1	0	2	1	3	0	1	0	200		
3081	Whitish.....	do.....	do.....	4	15	21	225	247	110	137	59	107	43	80	28	72	20	52	2,700	
3082	Williamsburg.....	do.....	Dist.....	4	1	1	7	9	7	9	2	3	0	3	0	2	0	2	200	
3083	Wilson.....	do.....	do.....	4	1	1	7	6	7	7	7	7	4	2	2	0	0	750		
3084	Winchester.....	do.....	do.....	4	1	2	10	10	4	6	3	4	2	5	2	3	0	300		
3085	Yates Center.....	do.....	do.....	4	2	4	24	33	11	14	8	13	11	14	11	14	0	1,000		
KENTUCKY.																				
3086	Adairville.....	Training High School.....	Dist.....	4	1	1	6	6	8	5	2	3	1	2	1	2	1	1	800	13,500
3087	Arlington.....	High School.....	County.....	4	4	1	10	6	2	3	0	0	0	0	0	0	0	41	8,000	
3088	Ashland.....	do.....	County.....	4	4	4	23	31	21	23	11	10	2	11	2	7	0	200	58,896	
3089	Ashland.....	do.....	County.....	4	1	2	4	10	7	9	3	13	5	7	3	7	0	928	8,100	
3090	Bardonia.....	do.....	County.....	4	4	2	3	12	4	1	1	0	0	2	0	2	0	150	38,800	
3091	Beaver Dam.....	do.....	County.....	4	4	2	0	6	20	2	10	2	4	3	3	3	0	400	6,000	
3092	Bedford.....	West Kentucky Seminary.....	Dist.....	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	400	1,700
3093	Beech Grove.....	Trimble County High School.....	County.....	4	1	0	8	14	3	1	1	1	0	0	0	0	0	200	4,300	
3094	Benton.....	do.....	County.....	4	1	2	0	5	8	1	2	0	1	0	0	0	0	0	2,000	
3095	Bowling Green.....	do.....	County.....	4	1	0	10	6	1	2	0	1	0	0	0	0	0	100	20,200	
3096	Bowling Green.....	do.....	County.....	4	2	1	12	58	6	29	4	14	1	8	0	0	0	300	7,300	
3097	Bowling Green.....	do.....	County.....	4	4	2	8	9	3	6	1	5	0	0	0	0	0	100	7,300	

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
KENTUCKY—CON.																					
	Hancock County H. S.	C. E. Olson.	County	4	1	1	4	14	2	0	0	2	0	0	0	0	0	0	200	\$7,500	
	Calloway County H. S.	L. A. L. Langston.	do.	4	1	1	14	20	0	0	0	0	0	0	0	0	0	0	500	6,000	
	Henderson.	Alfred Livingston.	Dept.	4	4	6	33	52	18	28	10	20	3	19	2	14	0	0	500	78,000	
	Barret Manual Training H. S.	B. F. Gabby.	Dist.	4	1	2	13	12	3	5	4	9	2	3	2	3	2	2	3,000	20,100	
	Hickman.	Arthur Dean.	County	4	1	1	2	7	4	5	2	5	0	0	0	0	0	0	50	1,500	
	Hodgenville.	Davis A. Clark.	do.	4	3	4	34	47	22	34	13	25	5	18	4	15	4	7	3,000	105,000	
	do.	Mrs. Fannie M. Postell.	do.	4	0	3	4	11	1	11	1	13	0	0	0	0	0	0	3,000	105,000	
	High School (negro).	Jesse L. Chandler.	do.	4	2	0	3	7	3	9	2	3	1	2	1	2	1	1	600	4,100	
	Hart County H. S.	S. G. Robinson.	Dist.	4	1	1	7	4	1	6	3	1	2	1	2	1	0	0	0	6,500	
	Hustonsville.	A. G. Hinkle.	County	4	2	0	10	8	0	0	0	0	0	0	0	0	0	0	350	5,100	
	Inez.	Howard B. Breeding.	County	4	1	0	4	8	2	6	0	0	0	0	1	1	0	0	0	90	6,080
	Junction City.	C. C. Huston.	County	4	1	0	11	6	5	9	3	6	0	0	4	0	4	0	300	10,000	
	La Center.	W. J. Springer.	County	4	1	1	9	13	5	9	3	6	0	0	3	5	1	0	800	15,100	
	La Grange.	J. L. Riley.	Dist.	4	2	2	13	20	6	12	2	6	1	1	1	1	1	1	800	15,100	
	Lancaster.	Miss Rhoda C. Kavan- naugh.	County	4	1	2	20	21	3	5	3	6	1	1	1	1	1	1	800	15,100	
	Lawrenceburg.			4																	
	High School.	J. R. Sierrett.	do.	4	1	2	16	9	14	11	3	7	1	3	1	3	1	1	300	30,600	
	do.	J. W. Taylor.	do.	4	2	0	5	6	4	0	0	0	0	0	0	0	0	0	50	3,100	
	Leitchfield.	F. R. Parks.	Dept.	4	1	11	90	72	75	62	18	18	5	17	7	15	7	12	85,000		
	Lexington.	Edward M. Kennison.	Dist.	4	3	0	11	16	4	0	1	0	0	0	0	0	0	0	63	83,000	
	Louis.	Daniel L. Lawson.	Dist.	4	10	6	68	101	24	52	28	55	11	40	11	35	0	0	100	15,300	
	Louisville.	Wm. H. Bartholomew	Dept.	4	1	28	0	187	0	162	0	198	0	142	0	94	0	30	5,077	52,000	
	do.	R. F. Haleck.	do.	4	24	0	245	0	127	0	98	0	98	0	68	0	47	0	2,000	175,000	
	do.	R. F. Chapin.	do.	4	25	0	291	0	147	0	84	0	84	0	46	0	14	0	500	51,000	
	do.	E. F. Spring.	Dist.	4	1	2	8	10	5	9	2	7	4	4	4	4	4	0	500	30,750	
	do.	Gyford D. Collins.	County	4	2	3	26	28	16	17	7	12	5	4	5	4	5	3	200	30,500	
	Madisonville.	Virgil L. Christian.	County	4	1	3	12	18	5	16	8	5	4	5	4	5	4	1	500	50,500	
	do.	C. F. Canon.	do.	4	2	2	28	26	16	28	7	16	6	6	6	6	6	3	75	31,000	
	Mayfield.	R. F. Galtner.	do.	4	1	1	6	6	4	6	0	0	1	0	1	0	1	0	0	6,000	
	do.	A. C. Elliott.	do.	4	1	0	18	12	1	1	0	0	0	0	0	0	0	0	31,150		
	do.	M. L. Gilrton.	Dist.	4	2	0	8	11	9	1	3	0	0	11	12	10	12	0	1,000	21,500	

[illegible]

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
LOUISIANA.																				
3228	Abbeville	H. B. Hines	County	4	2	2	9	8	18	10	4	10	4	7	4	4	2	2	600	\$20,800
3229	Alexandria	S. M. Braine	do.	4	2	2	16	31	13	15	9	13	2	7	2	4	4	4	675	60,700
3230	Amite	W. J. Dunn	do.	4	1	4	15	23	8	14	9	13	4	2	3	0	2	4	675	30,700
3231	Arcadia	E. H. Fisher	Dist.	4	2	2	13	14	8	13	5	6	4	2	3	0	0	0	328	33,500
3232	Artonia	D. H. Osteen, Jr.	do.	4	2	0	10	11	6	10	0	6	0	0	0	0	0	0	88	1,900
3233	Athens	Percy Caldwell Fair	do.	4	2	1	5	10	4	10	5	3	4	2	1	3	1	3	175	7,850
3234	Bastrop	L. H. Denman	County	4	1	2	10	3	8	8	4	10	3	7	4	2	3	1	700	68,000
3235	Baton Rouge	E. Ballard Donnell	County	4	4	4	30	57	22	45	12	31	7	17	4	0	0	0	110	3,025
3236	Benson	Floyd Beckton	Dist.	4	1	0	6	2	8	5	8	7	0	0	0	0	0	0	200	3,500
3237	Berwick	G. W. Newton	do.	4	2	1	10	12	6	5	4	5	0	1	1	0	1	1	200	21,000
3238	Boyle	I. S. Ruess	do.	4	2	1	4	6	5	11	3	4	0	0	0	0	0	0	130	7,000
3239	Brinkley	George A. Michel	do.	4	1	2	8	10	6	12	3	10	0	0	0	0	0	0	150	3,000
3240	Bunkley	Louis L. Perrault	do.	4	3	1	5	10	6	12	3	10	0	0	0	0	0	0	350	42,000
3241	Camp	E. W. Sellers	do.	4	1	2	3	7	4	0	2	0	0	2	1	2	1	0	175	3,375
3242	Catahoula	Paul D. Levy	do.	4	1	0	4	3	1	0	2	0	0	2	1	1	1	0	182	1,300
3243	Chase	Jno. L. McDuff	do.	4	2	1	10	13	7	1	3	7	0	1	0	4	0	0	180	28,000
3244	Cheneyville	A. J. Park	do.	4	1	2	6	3	3	9	3	7	0	0	0	0	0	0	248	1,890
3245	Cinton	Lee M. Smith	County	4	1	1	6	0	5	6	2	3	0	0	0	0	0	0	200	7,000
3246	Colfax	John L. Legrin	County	4	1	2	12	7	3	3	3	3	0	1	1	4	1	1	150	1,300
3247	Columbia	E. A. Skelman	County	4	1	1	6	0	0	2	1	3	0	1	1	0	0	0	400	6,860
3248	Convent	Jno. W. Faulk	do.	4	1	1	14	0	6	6	2	1	0	0	0	0	0	0	150	1,300
3249	Coushatta	H. R. McCullough (1911)	do.	4	1	1	5	7	8	10	2	1	0	0	0	0	0	0	300	26,000
3250	Covington	M. S. Pittman	County	4	1	1	12	18	8	12	4	10	3	3	3	3	0	0	200	61,000
3251	Crowley	A. L. Stinson	County	4	2	2	3	7	0	0	0	0	0	0	0	0	0	0	200	975
3252	Crowley	Miss May Lee	County	4	1	0	1	3	2	3	0	4	0	0	0	0	0	0	150	9,200
3253	Deerford	John E. Thompson	Dist.	4	1	0	1	5	2	2	2	7	0	0	0	0	0	0	150	8,900
3254	Delhi	John E. Case	do.	4	1	1	6	2	6	2	2	7	0	0	0	0	0	0	150	5,300
3255	Denham Springs	Ward Anderson	do.	4	1	2	13	6	9	3	3	4	1	0	1	1	1	1	150	5,300
3256	De Ridder	W. W. Bennett	do.	4	2	2	14	15	7	9	9	3	4	1	0	1	1	1	240	13,600
3257	Dodson	J. H. Dupuy	do.	4	2	3	4	19	8	17	2	13	1	2	0	4	1	1	400	86,850
3258	Donaldsonville		Dist.	4	2	3	4	19	8	17	2	13	1	2	0	4	1	1	400	86,850

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
LOUISIANA—con.																				
3310	New Orleans.	McDonogh H. S. No. 1 (boys)	Dept.	3	22	2	302	0	147	0	83	0			86	0	50	0	1,000	\$75,000
3311	do.	Francis W. Gregory	do.	3	0	30	0	282	0	232	0	215			0	153	0	13		
3312	do.	Miss Harriet A. Suler	do.	3	0	25	0	215	0	149	0	134			0	86	0			
3313	do.	Miss Eugenie Suydam	State.	4	4	3	12	26	6	23	2	8	5	9	5	5	0	0	2,700	30,000
		H. A. Hill.																		
3314	Oakdale.	Floyd Hamilton	Dist.	4	3	1	1	5	3	5	0	2	1	0	1	0	1	0	140	10,500
3315	Oberlin.	R. B. Slater	do.	4	1	1	5	8	4	8	2	4	3	2	1	2	1	2	430	10,500
3316	Patterson.	R. C. Rogers, Jr.	do.	4	1	1	5	6	1	6	1	2	3	0	1	0	1	2	200	32,600
3317	Pelican.	C. E. Payne	County.	4	1	2	12	7	8	6	3	5	3	0	1	3	3	2	273	8,500
3318	Plain Dealing.	S. E. D. Brown	Dist.	4	1	2	6	10	7	14	3	7	5	3	3	3	3	2	200	4,800
3319	Plancheville.	J. B. St. Roman	do.	4	1	1	6	2	3	1	2	2	0	0	0	0	0	0	50	6,400
3320	Plaquemine.	Erett Allen	County.	4	1	2	12	8	6	8	7	8	0	0	4	0	4	0	400	1,500
3321	Rayne.	Samuel V. Carmack	County.	4	1	2	10	8	10	8	5	10	0	0	0	0	0	0	302	6,100
3322	Rayville.	I. T. Pearson	Dist.	4	1	2	5	5	3	7	3	3	3	0	2	0	2	0	400	11,000
3323	Robeline.	Frederick Ruedge	County.	4	1	2	16	3	4	4	2	4	2	4	0	0	0	0	200	18,500
3324	Rosebud.	J. Wilson Crichlow	County.	4	1	2	3	4	4	4	2	4	0	0	3	0	3	0	380	7,000
3325	St. Francisville.	F. W. Chaves	County.	4	1	2	2	9	2	11	4	6	0	0	0	2			160	48,500
3326	St. Joseph.	J. H. Stringfield	do.	4	2	2	17	10	10	6	8	12	6	8	10	13	5	10	2,074	126,750
3327	St. Martinville.	Y. Leon Fontenot (1911)	County.	4	4	5	49	48	41	48	9	31	10	13	10	13	5	10	115	4,507
3328	Shreveport.	A. V. Hamtrine	Dist.	4	1	0	2	4	0	0	4	1	0	0	0	0	0	0	38	6,750
3329	Singer.	A. Ward	do.	4	1	0	10	10	4	3	4	1	2	0	2	0	2	0	40	5,200
3330	Verda.	Jordan Rufus McKee	do.	4	2	2	2	4	0	0	4	2	0	0	3	2	0	2	62	1,300
3331	Vidalia.	R. S. Crichlow	do.	4	1	1	2	4	2	5	3	2	3	2	0	2	0	0	125	2,000
3332	Ville Platte.	R. S. Crichlow	County.	4	1	1	2	4	2	5	3	2	3	2	0	2	0	0	350	8,100
3333	Vinton.	Y. L. Fontenot (1912)	County.	4	1	1	2	4	2	5	3	2	3	2	0	2	0	0	600	14,972
3334	Walker.	C. E. Laborde	Dist.	4	1	1	2	4	4	4	1	4	1	3	2	0	2	0	132	5,800
3335	Washington.	H. L. Garrett	do.	4	1	1	4	4	5	1	2	2	5	2	5	2	0	0	0	0
3336	Washington.	W. C. Perrault, Jr.	County.	2	1	0	7	4	4	6	2	5	2	5	2	5	2	0	0	0
3337	Waterproof.	H. H. Harper	Dist.	3	1	1	1	7	2	2	2	1	5	4	1	3	1	3	0	0
3338	Welsh.	Walter P. Arnette	County.	4	1	2	8	7	2	13	1	5	4	1	3	1	3	1	0	0
3339	White Castle.	Jasper N. Anglin	County.	4	1	2	3	4	3	3	3	1	3	1	3	1	3	1	132	5,800
3340	Winfield.	W. J. Avery	do.	4	2	2	18	19	7	16	3	5	1	3	1	3	1	3	116	39,800

3340	Winsborn,	do.	do.	4	1	2	4	10	4	8	1	3	1	0	1	0	112	26,400
MAINE.																		
3341	Abbot Village	Abbot High School.....	Dist.....	4	0	1	3	14	0	0	2	4	2	4	1	0	40	1,200
3342	Albion	High School.....	Twp.....	4	1	1	3	0	5	1	4	0	1	1	0	0	100	5,200
3343	Andover	do.	do.	4	1	1	6	7	1	3	3	0	3	5	0	0	2,600	8,500
3344	Andover	do.	do.	4	1	1	6	7	1	3	3	0	3	5	0	0	100	87,500
3345	Asheville	do.	do.	4	5	8	72	46	29	31	30	37	27	30	11	4	400	101,000
3346	Auburn	Edward Little H. S.	Dept.....	4	7	17	35	63	29	55	40	15	15	13	12	4	1,300	81,800
3347	Augusta	Cony High School.....	do.	4	7	17	35	63	29	55	40	15	15	13	12	4	1,300	81,800
3348	Bangor	High School.....	do.	4	7	17	35	63	29	55	40	15	15	13	12	4	1,300	81,800
3349	Bar Harbor	do.	do.	4	2	1	5	17	18	16	20	24	9	12	3	5	801	93,000
3350	Bath	do.	Dist.....	4	2	1	5	17	18	16	20	24	9	12	3	5	801	93,000
3351	Bath	do.	Dist.....	4	2	1	5	17	18	16	20	24	9	12	3	5	801	93,000
3352	Belfast	Morse High School.....	Dept.....	4	3	5	32	47	39	59	15	41	16	36	18	7	900	8,500
3353	Belfast	High School.....	Dept.....	4	3	5	32	47	39	59	15	41	16	36	18	7	900	8,500
3354	Belfast	do.	Twp.....	4	3	5	32	47	39	59	15	41	16	36	18	7	900	8,500
3355	Berry Mills	do.	Dist.....	4	0	2	0	11	6	0	0	0	0	0	0	1	27	1,600
3356	Bowdoin	do.	Dist.....	4	0	2	0	11	6	0	0	0	0	0	0	1	27	1,600
3357	Bridgewater Cen- ter	Sullivan High School.....	Twp.....	4	3	5	32	47	39	59	15	41	16	36	18	7	900	8,500
3358	Bridgewater Cen- ter	High School.....	Dist.....	4	3	5	32	47	39	59	15	41	16	36	18	7	900	8,500
3359	Bridgewater Cen- ter	do.	Twp.....	4	3	5	32	47	39	59	15	41	16	36	18	7	900	8,500
3360	Bridgewater Cen- ter	do.	Dist.....	4	3	5	32	47	39	59	15	41	16	36	18	7	900	8,500
3361	Bridgewater Cen- ter	do.	Dist.....	4	3	5	32	47	39	59	15	41	16	36	18	7	900	8,500
3362	Bridgton	High School.....	do.	4	0	2	4	10	4	5	2	5	10	5	12	3	100	10,250
3363	Brooklin	do.	Twp.....	4	0	2	4	10	4	5	2	5	10	5	12	3	100	10,250
3364	Brooks	do.	Dist.....	4	1	2	7	8	9	3	5	1	8	1	8	1	600	9,300
3365	Brownfield	do.	Twp.....	4	1	1	12	4	4	2	4	0	2	8	2	8	30	12,800
3366	Brownville	Bean Memorial High School.....	Dist.....	4	1	0	4	3	1	1	0	0	0	2	0	0	273	10,250
3367	Brownville Junc- tion	High School.....	do.	4	1	0	4	3	1	1	0	0	0	2	0	0	80	125
3368	Brunswick	do.	Dist.....	4	1	0	4	3	1	1	0	0	0	2	0	0	35	2,100
3369	Bryant Pond	Woodstock High School.....	Dept.....	4	1	4	19	35	22	9	10	15	8	12	7	9	0	20,000
3370	Buckfield	High School.....	Twp.....	4	1	1	0	3	4	6	2	0	1	0	1	0	40	1,100
3371	Buxton Center	Buxton High School.....	do.	4	1	2	12	3	5	3	2	7	6	6	2	0	50	4,000
3372	Calais	Academy	do.	4	1	1	2	6	3	4	4	4	9	6	6	2	50	1,100
3373	Camden	High School.....	Dist.....	4	2	4	24	34	15	17	11	16	10	24	5	6	800	12,500
3374	Canaan	do.	Dist.....	4	2	4	16	19	15	10	10	12	12	12	6	0	220	21,750
3375	Canton	do.	Twp.....	4	0	1	7	5	0	3	0	0	0	0	0	0	15	2,500
3376	Castine	do.	Dist.....	4	1	0	5	6	2	1	0	0	2	1	2	0	75	5,025
3377	Chebeague Island	do.	Twp.....	4	1	1	3	10	1	3	0	0	0	0	0	0	12	2,200
3378	Cherryfield	Academy	do.	4	1	2	15	8	11	4	7	5	8	0	2	0	50	10,300
3379	Clinton	High School.....	Dist.....	4	1	1	4	1	1	1	4	0	2	0	0	0	0	10,150
3380	Columbia Falls	Longfellow High School.....	do.	4	1	1	4	1	1	1	4	1	4	1	1	0	1	2,950
3381	Cornish	High School.....	do.	4	1	1	2	4	5	6	4	5	2	4	1	0	100	4,650
3382	Danforth	do.	do.	4	2	0	7	11	6	9	3	7	3	7	0	1	20	20,500

: The town schools of Maine are here classified as "township."

: Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
MAINE—contd.																				
3383	High School	Fred E. Stoddard	Twp.	4	1	1	7	8	5	4	5	6	1	6	1	6	1	2	25	\$3,250
3384	do.	Wm. H. Clifford	do.	4	1	0	1	3	1	2	1	2	2	0	0	0	0	0	1,000	0
3385	do.	William Burns	do.	4	1	0	4	7	3	6	2	0	0	0	0	0	0	0	8,800	0
3386	do.	William Matthew Harris	do.	4	1	3	9	22	10	14	17	6	13	7	10	7	4	4	60	21,000
3387	do.	Miss Martha G. Knight	do.	4	0	2	3	7	2	2	3	4	0	0	0	0	0	0	100	11,200
3388	do.	Henry B. Ladd	do.	2	1	0	3	6	1	5	0	0	0	0	0	1	5	0	15	1,500
3389	do.	Charles A. Robbins	do.	4	1	1	3	5	3	2	0	0	0	0	0	0	0	0	12	25,025
3390	do.	Ray W. Harriman	do.	4	1	3	2	7	4	10	3	2	1	3	1	3	4	3	60	15,500
3391	do.	John C. Merrill	Dept.	4	2	3	11	20	5	18	8	10	8	13	8	13	4	200	0	
3392	do.	Walter L. Mason	Twp.	4	1	1	9	10	5	4	5	4	3	1	3	1	0	47	2,125	
3393	do.	John A. Partridge	do.	4	1	1	18	19	6	9	10	9	1	2	0	0	0	250	69,000	
3394	do.	William E. D. Downes	do.	4	2	3	32	22	14	25	8	23	10	10	9	0	5	150	20,300	
3395	do.	John C. Dane	do.	4	1	0	2	3	0	0	1	3	0	0	0	0	0	12	2,525	
3396	do.	C. A. Douglas	do.	4	1	1	5	4	5	6	1	2	4	1	2	1	2	0	3	750
3397	do.	Maurice C. Foss	do.	4	1	2	9	13	5	11	6	10	4	8	4	5	2	1	56	6,300
3398	do.	Russell S. Taylor	do.	4	1	2	25	29	24	29	3	19	11	13	11	11	4	2	11,000	
3399	do.	L. H. Conant	Dept.	4	1	0	1	0	2	1	0	0	2	1	2	1	2	1	0	
3400	do.	Erion V. Cushman	Dist.	4	1	3	18	15	8	7	6	10	5	9	5	9	3	500	26,000	
3401	do.	Charles C. Shaw	Twp.	4	1	1	3	7	6	8	3	5	3	13	3	13	1	200	15,500	
3402	do.	Winthrop H. Stanley	do.	4	1	2	4	11	10	4	4	4	4	3	6	7	6	200	20,200	
3403	do.	Eugene S. Foster	Dist.	4	1	2	6	9	7	15	6	10	6	6	4	5	4	100	1,500	
3404	do.	Harry W. Kidder	do.	4	1	3	16	9	7	15	6	10	5	6	4	0	0	300	5,500	
3405	do.	F. Marton Hammond	do.	4	1	1	9	5	3	3	6	6	1	0	0	0	0	15	825	
3406	Academy	Crawford A. Treat	Twp.	4	1	1	5	5	3	6	6	1	0	5	0	0	0	15	3,630	
3407	do.	Leon S. Gilpatrick	do.	4	1	1	8	12	2	5	0	5	2	2	2	2	2	200	10,200	
3408	do.	Wallace A. Clifford	Dist.	4	1	1	5	1	3	4	2	3	5	0	3	0	3	25	5,250	
3409	do.	M. C. Moore	Twp.	4	1	1	6	4	5	6	2	3	3	2	2	2	0	150	1,500	
3410	do.	V. M. Jones	do.	4	1	3	6	6	5	2	3	4	2	3	0	0	0	40	1,200	
3411	do.	H. D. Foster	do.	4	1	4	5	6	8	14	3	6	10	5	10	5	4	125	7,850	
3412	do.	Reginald F. Harmon	Dist.	4	1	2	6	9	8	14	3	6	10	5	10	5	4	125	7,850	

3413	Kennebunk.....	Am't Louis Deunnean	Twp.	4	2	3	11	10	6	14	14	11	11	6	3	2	0	0	100	10,700
3414	Kennebunkport.....	Chas. A. Rybo	Dist.	4	1	2	11	10	12	10	10	5	4	0	0	0	0	0	0	1,000
3415	Kear Falls.....	Joseph W. Hamlin.....	Twp.	4	2	1	10	10	6	5	6	4	0	0	0	0	0	0	0	11,000
3416	Kingfield.....	Stanley F. Brown.....	Dist.	4	1	1	6	0	4	2	4	20	20	17	27	15	20	11	10	9,000
3417	Kingsland.....	Arthur Lincoln Young	Dept.	4	3	10	60	07	41	30	40	20	20	17	27	15	20	11	10	1,000
3418	Liberty.....	Wesley H. Shibles.....	Twp.	4	1	0	1	2	2	2	0	0	0	0	0	0	0	0	0	1,000
3419	Limerick.....	Leah S. Gupill.....	Dist.	4	1	1	12	2	2	2	0	0	0	0	0	0	0	0	0	4,350
3420	Limestone.....	Leon Alex. Leno.....	Twp.	4	1	2	5	6	2	0	5	2	4	2	2	2	2	2	1	30
3421	Lisbon.....	Wm. E. Gupill (1912).....	Dist.	4	1	2	13	13	4	9	2	0	16	2	10	2	10	1	1	300
3422	Lisbon.....	Roscoe G. Smith.....	Twp.	4	1	1	3	4	1	3	0	2	2	2	2	2	2	1	0	31
3423	Lisbon Falls.....	Charles H. Sylvester.....	do.	4	1	2	14	17	5	12	10	5	10	5	10	15	3	2	0	250
3424	Livermore Falls.....	William Reine Hillon.....	Dist.	4	2	1	10	16	7	12	5	3	1	10	15	3	2	0	350	
3425	Madison.....	Thomas C. Chaffee.....	Twp.	4	1	2	11	12	10	13	1	3	1	17	17	1	2	0	200	
3426	Madison.....	D. W. Rollins, A. B.....	Dist.	4	1	3	10	12	2	13	5	11	3	2	10	2	6	2	0	140
3427	Mars Hill.....	John S. Carter.....	Twp.	4	1	1	11	12	2	6	0	3	3	0	3	0	0	0	0	500
3428	Mechanic Falls.....	Burton H. Whitman.....	do.	4	1	2	12	17	6	8	3	0	0	3	4	5	4	0	130	
3429	Mechanic Falls.....	William M. Bottomley.....	do.	4	1	2	11	16	6	0	0	3	0	0	3	0	0	0	200	
3430	Milo.....	Wm. H. Gilbert.....	do.	4	2	3	12	17	9	8	3	0	0	0	3	0	0	0	4,500	
3431	Monroe.....	Frederick M. Nickerson.....	do.	4	1	1	1	4	2	0	0	1	1	0	3	2	0	0	20	
3432	Monson.....	G. A. Scott.....	Dist.	4	1	1	4	8	0	0	1	1	0	1	0	2	0	0	200	
3433	Mount Desert.....	O. E. Young.....	Twp.	4	1	0	6	3	0	0	1	1	0	0	3	0	0	0	25	
3434	Mount Vernon.....	Wm. H. Crafts.....	do.	4	1	1	4	8	0	0	1	1	0	0	3	0	0	0	25	
3435	New Gloucester.....	Walter E. Sullivan.....	do.	4	1	2	2	7	4	9	0	0	0	0	3	0	0	0	150	
3436	Newport.....	J. T. Wadsworth.....	do.	4	1	1	5	7	3	3	2	0	0	0	1	0	1	0	0	
3437	New Portland.....	W. S. McNamara.....	Dist.	4	1	1	5	5	3	3	2	0	0	0	1	0	1	0	13,800	
3438	New Sharon.....	W. L. Linscott.....	Twp.	4	1	2	9	10	5	2	4	0	3	3	3	2	0	0	100	
3439	Norridgewock.....	John Crawford Parlin.....	do.	4	1	1	10	10	3	2	4	0	3	3	3	5	2	1	10	
3440	North Berwick.....	Leonard O. Merrill.....	Dist.	4	1	1	7	11	1	8	2	6	2	6	2	0	0	0	49	
3441	North New Port- land.....	Chas. J. McGarrigle.....	Twp.	4	1	1	11	5	2	9	3	8	7	9	7	9	7	0	25	
3442	Norway.....	Perceval E. Hathaway.....	Dist.	4	2	2	13	17	7	14	14	18	0	14	6	14	4	3	184	
3443	Oakland.....	F. L. Mason.....	Twp.	4	1	1	8	8	4	6	1	1	0	2	3	2	0	1	350	
3444	Old Orchard.....	Miss Lillian Maude Small.....	Dist.	4	0	2	1	3	3	4	6	1	0	0	1	0	1	50	4,850	
3445	Orono.....	Joseph S. Keating.....	Twp.	4	1	4	18	28	10	17	6	11	7	9	7	9	8	5	3	100
3446	Oxford.....	Jonathan L. Dyer.....	Dist.	4	1	1	10	8	9	10	0	0	0	0	3	4	3	1	60	
3447	Pennauquid.....	Vessey H. Robinson.....	Twp.	4	1	1	10	6	6	10	3	4	2	2	2	2	1	0	20	
3448	Pembroke.....	Everett Peacock, A. B.....	do.	4	1	1	66	58	35	51	23	37	30	36	20	36	16	8	1,500	
3449	Portland.....	Herbert I. Allen.....	Dept.	4	6	9	10	9	8	7	0	1	3	8	3	7	1	0	4,000	
3450	Portland.....	William B. Jack.....	do.	4	8	20	143	166	116	105	87	93	42	78	41	75	26	11	104,000	
3451	Presque Isle.....	Carl Holman.....	do.	4	1	0	14	26	13	17	9	16	6	9	6	9	2	2	4,000	
3452	Princeton.....	James Albion Dunlap.....	Twp.	4	1	1	6	7	3	4	1	4	0	0	5	0	6	0	200	
3453	Pulpit Harbor.....	Wade L. Grindle.....	Dist.	4	1	0	8	3	5	6	0	0	0	0	0	0	0	0	3,750	
3454	Rangely.....	William H. Martin.....	Twp.	4	1	1	6	8	6	7	1	2	0	4	0	4	0	0	125	
3455	Red Beach.....	Miss Adah Snowdon.....	Dist.	4	0	1	3	5	3	4	1	2	3	3	0	3	1	0	97	
3456	Richmond.....	Louis B. Woodward.....	Twp.	4	1	1	4	10	5	8	3	10	2	6	2	6	2	1	250	
3457	Rockland.....	Lehan F. Knapp.....	Dept.	4	3	5	33	36	20	34	24	30	15	40	14	23	3	8	600	
3458	Rockport.....	Charles E. Merrill.....	Twp.	4	1	1	2	2	6	6	2	2	4	3	4	3	1	1	300	
3459	Rumford.....	A. B. (1912)..... Charles Lester Smith.....	Dept.	4	3	2	12	16	13	13	6	6	4	6	4	5	3	4	500	

: Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MAINE—contd.																					
3460	High School.	Fred M. Loring, A. B.	Twp.	4	1	0	5	8	4	2	2	2	1	0	1	0			1	\$25	
3461	do.	Miss Amelice Roy.	do.	4	0	3	8	8	0	6	0	4	2	4	2	4			65	30,750	
3462	Sanford.	Harry H. Burnham.	Dept.	4	1	6	23	17	10	18	8	10	6	19	6	19	0	1		30,000	
3463	do.	Charles E. Hicks.	Dist.	4	1	1	3	2	3	2	3	5	0	0	0	0	0	0			
3464	do.	Owen O. Dow.	Twp.	4	1	1	6	4	3	8	2	1	4	0	3	0	0	0			
3465	do.	Jos. F. Burch.	do.	4	1	1	7	0	4	3	1	4	0	3	0	2	0	2	100	6,500	
3466	Lindsey High School.	Brenton C. Patterson.	do.	4	1	0	1	1	2	2	2	1	2	3	0	0	0	0	0	150	3,000
3467	do.	Arthur L. Todd.	Dist.	4	1	0	7	13	1	2	0	0	0	0	0	0	0	0	0	700	
3468	Sherman Mills.	Ralph W. Leighton.	Dept.	4	2	4	16	12	10	12	12	10	9	15	9	15	8	0	525	11,000	
3469	Skowhegan.	Charles E. Kenney.	Dept.	4	1	1	6	2	4	3	2	3	2	1	2	1			200	4,500	
3470	South China.	Nelson I. Miker.	Twp.	4	1	1	14	4	13	5	0	8	7	5	7	5	4	0	125	10,000	
3471	South Paris.	Simon M. Hamlin.	Dept.	4	3	3	30	45	34	35	18	24	19	20	17	20	6	2	250	10,500	
3472	South Portland.	L. W. Elkins.	Dist.	4	1	1	4	2	2	3	2	5	5	0	4	0	0	0	41	7,150	
(R. F. D. 6).	Cape Elizabeth High School.																				
3473	High School.	Arthur Brown.	Twp.	4	1	0	3	4	5	9	0	3	0	0	0	0	0	0		1,500	
3474	do.	Charles E. Merrill.	do.	4	1	0	4	6	0	6	8	0	0	0	0	0	0	0		10,200	
3475	South Windham.	A. B. (1911).	do.																		
3476	Springvale.	Oliver J. B. Henderson.	do.	4	1	1	12	11	1	4	6	8	4	4	4	4	0	0	00	8,150	
3477	Standish.	G. Hampton McGaw.	do.	4	1	2	10	9	7	8	3	7	2	5	2	5	0	0	25	12,000	
3478	do.	Joseph A. Wiggins.	Dist.	4	1	1	9	1	2	1	3	2	1	1	1	1	1	0	75		
3479	Stockton Springs.	C. H. Witham (1912).	Twp.	2	1	0	4	2	3	4									1,500		
3479	do.	D. Herman Corson.	do.	4	2	0	7	11	3	1	0	4	0	7	0	7	0	3	200	28,450	
3480	do.	A. B.	do.																		
3480	Eustis High School.	Chester K. Williams.	do.	4	1	1	3	4	0	0	0	3	0	0	0	0	0	0	105	1,000	
3481	do.	E. A. Malnes.	do.	4	1	1	5	2	6	3	1	2	0	0	0	0	0	0	50	7,200	
3482	Sullivan.	Harold E. Donnell.	Dist.	4	1	1	7	11	6	8	6	3	9	4	4	3	4	0	300	9,800	
3483	do.	Chas. B. Rose.	do.	4	1	1	11	13	5	2	0	4	3	0	3	0	2	0	40	6,000	
3484	St. George High School.	Geo. N. Danforth.	do.	3	1	1	5	3	0	0	1	2	0	0	0	1			40		
3485	The Forks.	West Forks High School.	do.	3	1	0	5	3	8	18	3	6	7	5	0	5	3	0	50	3,300	
3485	Thomaston.	Ralph S. Robinson.	do.	4	1	2	12	5	8	18	3	6	7	5	0	4	6	4			
3486	do.	Daniel Francis Kou-	Twp.	4	1	1	5	9	5	5	3	8	6	4	6	4	0	0			
3486	Topsham.	ghan.																			

[illegible]

* Includes pupils who completed course in 3 years.

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.	
					High-school teachers.		First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.			
					Men.	Women.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.					
MARYLAND—Con.																			
3329 Clinton.....	Surratsville High School.	Eugene S. Burroughs.	County.	4	2	2	9	17	3	12	6	4	0	6	0	6	250	\$0,000	
3330 Cumberland.....	Allegheny County H. S.	Wm. M. Tinker.	do.	4	3	5	29	61	14	17	12	14	9	12	9	12	500	60,000	
3331 Darlington.....	Academy.	A. F. Galbreath.	do.	4	1	1	4	0	0	6	1	3	0	4	0	4	300	4,050	
3332 Easton.....	High and Man. Tr. School.	Sydney S. Hardy.	do.	4	4	4	12	17	4	8	16	13	17	6	5	2	2,000	20,500	
3333 Elkton.....	Cecil County High School.	Edwin B. Feckler.	do.	4	3	7	25	17	10	16	12	19	5	12	5	12	2,257	13,200	
3334 Elkton City.....	High School.	Miss Minnie Murphy.	do.	4	1	3	13	16	6	7	7	4	2	5	2	5	0	150	10,200
3335 Emmitsburg.....	do.	P. Franklin Straus.	do.	3	1	1	4	12	3	8	5	2	3	2	3	2	210	4,450	
3336 Frederick.....	County High School.	A. C. Brower.	do.	4	1	2	10	16	4	6	4	6	3	4	3	4	0	3,000	
3337 Frederick.....	Boys' High School.	do.	do.	4	5	1	40	0	23	0	19	0	19	0	12	0	300	13,000	
3338 Frostburg.....	Girls' High School.	Chas. H. Kersberg.	do.	4	1	4	0	38	0	20	0	28	0	10	0	0	1,000	35,350	
3339 Gaithersburg.....	High School.	Olin Robeson Rice.	do.	4	4	3	22	36	6	16	9	2	6	12	5	10	2	2,500	80,000
3340 Gaithersburg (R. F. D. 3).	Darnestown High School.	William Nelson.	do.	4	1	1	8	15	4	7	1	4	0	3	0	3	1,200	24,000	
3341 Gaithersburg (R. F. D. 3).	High School.	J. R. Brittingham.	County.	4	2	1	3	4	3	7	0	4	2	1	0	1	140	13,000	
3342 Gaithersburg.....	Washington Co. Boys' H. S.	C. Edwin Carl.	do.	4	1	1	40	6	30	0	22	6	18	0	13	0	492	2,475	
3343 Hagerstown.....	Washington Co. Female H. S.	John B. Frouser.	do.	4	3	4	0	07	0	43	0	27	0	35	0	3	492	58,500	
3344 Hampstead.....	Graded School.	Noland E. Hasler.	do.	4	1	0	2	5	1	1	1	1	1	1	1	1	230	24,300	
3345 Hancock.....	do.	Maxwell Richards.	Dist.	4	1	0	3	9	1	1	1	1	1	1	1	1	230	4,000	
3346 Harlock.....	High School.	F. Hewitt Owens.	County.	4	2	3	7	16	16	6	15	15	4	8	4	1	300	20,300	
3347 Havre de Grace.....	do.	Edw. F. Webb.	do.	4	2	0	8	10	3	9	6	7	4	6	0	0	20	10,500	
3348 Hurlock.....	do.	William C. Mahoney.	do.	4	2	1	7	7	2	5	3	3	6	3	0	0	400	4,475	
3349 Jarettsville.....	do.	William C. Mahoney.	do.	4	3	1	8	8	2	5	1	4	1	1	1	1	200	11,600	
3351 Laurel.....	do.	Arthur F. Smith, A. M.	do.	4	3	3	11	31	10	12	2	7	5	11	3	7	3	200	11,600
3352 Laurel.....	Central High School.	P. S. Bowles.	do.	4	3	3	12	33	6	18	5	7	5	7	3	2	2,362	20,200	
3353 Manchester.....	High School.	Wm. H. Candell.	do.	4	1	0	7	5	0	3	0	2	0	0	0	0	0	500	500
3354 Marlboro Springs.....	Marble Central School.	H. B. Scarborough.	do.	4	1	0	1	7	1	1	0	2	0	0	0	0	0	300	31,200
3355 Marlboro Station.....	Marion High School.	R. F. Keeney.	Dist.	4	4	0	9	4	4	4	5	8	2	0	4	2	350	3,000	
3356 Middletown.....	High School.	L. C. Robinson.	County.	4	3	0	6	12	5	6	8	11	5	4	5	4	0	300	3,000
3357 Millington.....	do.	J. E. Yetter.	Dist.	4	1	1	6	5	1	2	1	2	3	0	0	0	0	300	3,000
3358 Nanticoke.....	do.	J. E. Yetter.	do.	3	1	1	1	3	10	12	3	4	3	0	3	4	496	3,000	

3539	New Market.	do.	A. C. Lutz.	Counts.	7	0	1	7	4	1	4	1	1	0	24
3540	Oakland.	do.	Clayson & Palmer.	do.	17	13	21	10	11	12	4	9	2	1	8,000
3541	Oxbert.	do.	Mrs. Nellie H. Stevens.	do.	4	3	4	0	7	4	0	2	7	2	6,100
3542	Pittsfield (H. F. D.).	do.	Thomas H. Trull.	do.	3	2	0	4	3	0	1	1	1	0	5,400
3543	Pittsfield High School.	do.	Wallace H. White.	Dist.	4	1	0	4	2	1	1	1	1	0	1,900
3544	Pocomoke City.	do.	E. Clarke Fontaine.	County.	14	25	4	15	6	12	1	15	1	0	325
3545	Preston.	do.	G. O. Mudge.	Dist.	1	6	8	1	11						1,281
3546	Princeton.	do.	Howard T. Ruhl.	County.	2	1	1	1	11						7,500
3547	Princeton High School.	do.	H. H. Murphy.	do.	83	17	22	13	14	13	11	17	11	16	1,900
3548	Ridgely.	do.	Clifford H. Schopmeyer.	Dist.	4	14	4	0	3						334
3549	Rising Sun (R. F. D. 2).	do.	Alfred B. McVey.	County.	10	5	6	8	12	3	4	3	2	1	1,200
3550	Rock Hall (R. F. D. 1).	do.	Charles F. Wheatley.	Dist.	1	4	0	2	0	3	0	1	0	0	3,250
3571	Rockville.	do.	Chas. G. Myers (1912).	County.	16	19	12	14	5	11	3	10	3	8	300
3572	St. Michaels.	do.	Henry Emerson Adams.	Dist.	6	3	4		4	8	3	7	3	6	10,400
3573	Salisbury.	do.	Geo. S. Pierce.	County.	28	31	15	32	4	9	8	11	7	11	32,000
3574	Sandy Spring.	do.	Charles G. Myers (1911).	do.	3	3	7	5	2	4	0	6	0	2	650
3575	Sharptown.	do.	J. Frank McBoe.	do.	7	10	2	8	0	5	0	6	0	2	200
3576	Smithsburg.	do.	Eugene A. Spessard.	Dist.	8	10	2	3	0	2				0	150
3577	Snow Hill.	do.	Arthur C. Humphreys.	County.	10	16	10	22	3	16	3	6	3	6	700
3578	Sparks.	do.	B. H. Crocheron.	County.	10	8	6	7	5	7	0	0			25,000
3579	Stonetown.	do.	James S. Hill.	do.	3	3	2	5	1	2	1	3			730
3580	Taunton.	do.	John E. Fieagle.	do.	5	5	6	2	5						4,000
3581	Thurmont.	do.	H. D. Beachley, M. A.	do.	12	5	5	2	6						3,500
3582	Towson.	do.	Arthur C. Crommer.	do.	37	11	21	14	8	15	6	11	3	3	1,800
3583	Trappe.	do.	Willard Neal Grubb.	do.	2	10	2	3	1	3	1	1	0	0	41,200
3584	Union Bridge.	do.	Barry T. Fox.	do.	0	1	1	6	0	1	1	0	0	0	100
3585	Upper Fairmount.	do.	Gordon A. Carver.	do.	4	3	2	2	1	6	0	4	0	0	0
3586	Vienna Academy.	do.	Wm. S. Crouse.	do.	1	0	1	1	6	0	3	0	0	0	3,000
3587	Westport.	do.	O. H. Bruce.	do.	10	8	6	8	3	6	0	7	0	7	50
3588	Westminster.	do.	Geo. F. Morelock.	do.	20	26	9	13	6	9	4	10	4	10	1,300
															1,400
															11,600
MASSACHUSETTS.															
3589	Ablington.	High School.	Kenneth Lee Morse.	Dept.	35	31	16	22	6	20	13	19	13	16	300
3590	Adams.	do.	Howard C. Dibble.	do.	28	26	22	25	18	15	22	28	22	27	5
3591	Amesbury.	do.	Forrest Brown.	do.	46	30	19	33	25	35	20	47	15	43	1
3592	Amherst.	do.	Charles W. Marshall.	do.	30	31	26	28	19	18	16	13	16	13	1
3593	Andover.	do.	Nathan W. Hamblin.	do.	11	18	6	12	9	12	9	12	9	12	6
3594	Arlington.	do.	Fred C. Mitchell.	do.	12	36	24	42	46	46	51	88	12	36	7
3595	Ashby.	do.	Mrs. Laura M. Howard.	do.	1	1	12	11	7	7	5	12	5	12	1
3596	Ashfield.	do.	Elipha D. Cole.	Twp.	10	9	3	8	3	7	4	13	4	13	0
3597	Ashland.	do.	R. Emerson Cole.	do.	30	43	25	21	16	19	13	14	19	5	0
3598	Attleboro.	do.	W. J. D. MacDougald.	Dept.	13	53	20	30	20	33	13	23	15	25	4
3599	Baldwinsville.	do.	Miss R. Eaton.	do.	4	5	6	11	6	3	5	9	2	7	2
3600	Barre.	do.	Miss Sarah E. Tracy.	Twp.	10	15	9	10	7	6	4	3	7	4	0
3601	Belchertown.	do.	H. C. Bonney.	do.	4	10	9	9	4	9	4	3	7	3	6
3602	Belmont.	do.	Walter F. Hurt.	do.	23	29	19	21	8	7	6	3	13	3	35
3603	Belmont.	do.	Frank A. Scott.	Dept.	5	5	2	5	1	7	3	13	3	13	2

* Fifth-year pupils included.

* The town schools of Massachusetts are here classified as "township."

† Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.					
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MASSACHUSETTS—continued.																					
3604	Barnardston.....				4	0	2	5	8	3	4	0	7	3	2	3	2	0	0	\$4,400	
3605	Beverly.....	Miss F. Winifred Given	Twp.....	5	7	18	109	117	59	111	46	57	62	121	21	44	14	14	1,000	69,200	
3606	Blackstone.....	B. Sumner Hurd	Dept.....	4	1	2	21	30	6	12	9	12	8	5	8	5	0	0	310	10,500	
3607	Bolton.....	Vincent P. Masterson.	do.....	4	1	1	3	4	3	0	1	2	0	2	0	2	0	1	0	50	3,050
3608	Boston (Brighton).....	Fred W. Johnstone	Twp.....	4	4	12	41	99	22	67	20	58	19	45	15	42	3	2	1,000		
		Frederic Allison Tur-	Dept.....																		
		per.																			
3609	Boston (Charles-	George W. Evans	do.....	4	5	13	80	192	31	78	35	60	6	47	4	36	1	2	2,000	306,000	
3610	Boston (Dorches-		do.....	4	14	33	212	413	105	274	93	203	54	153	39	114	21	23	4,000	655,000	
3611	Boston (East Bos-	Charles J. Lincoln	do.....	4	11	2	110	108	58	63	45	41	3	8	3	8					
	ton).....	Albert S. Perkins	do.....																		
3612	do.....	John F. Eliot	do.....	4	6	15	108	182	51	100	31	74	32	53	28	41	8	4	800	385,000	
3613	Boston.....	John F. Casey	do.....	4	45	0	652	0	412	0	200	0	251	0	170	0	0	0	0		
3614	do.....	Myron W. Richardson	do.....	4	9	46	0	609	0	443	0	341	0	240	0	223	0	11	6,500		
3615	do.....	Ernest G. Hargood	do.....	4	5	17	0	275	0	153	0	123	0	71	0	61	0	47	1,200	108,000	
3616	do.....	Jas. E. Downey	do.....	4	30	0	237	0	217	0	157	0	102	0	92	0	50	0	350	1,020,000	
3617	do.....	Charles W. Farmer-	do.....	4	4	5	624	0	421	0	285	0	169	0	162	0	0	0	0		
		ter, Ph. D.																			
3618	do.....	Henry Pennybacker	do.....	4	24	0	237	0	166	0	120	0	98	0	96	0	96	0	0		
3619	Boston (Roxbury)	Charles M. Clay	do.....	4	7	24	62	298	20	123	16	108	19	95	18	10	12	690			
3620	Boston (South).....	Augustus D. Small	do.....	4	6	22	132	223	75	141	35	88	29	63	25	58	2	0	2,000	401,114	
3621	Boston (Jamaica Plain).....	George C. Mann	do.....	4	5	24	74	225	34	145	24	113	13	68	11	60	2	8	1,500	310,000	
3622	Bourne.....	David C. Lamprey	Twp.....	4	1	3	9	11	3	6	4	5	2	3	2	3	2	3	500	25,500	
3623	Braintree.....	L. Paul Chapin	Dept.....	4	3	6	56	40	21	27	16	31	15	18	13	18	3	0	400		
3624	Brewster.....	Jerome P. Fogwell	Twp.....	4	1	1	1	3	2	4	0	0	2	2	2	2	0	1	45	10	
3625	Bridgewater.....	Harry A. Blake	Dept.....	4	1	5	15	16	17	21	10	16	2	16	2	16	1	1	1		
3626	Brockton.....	Charles F. C. Whit-	do.....	4	11	32	227	198	142	157	98	133	62	115	55	93	32	15	1,050	290,450	
		comb.																			

[illegible]

Value of building and grounds not given.

Fifth-year pupils included.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MASSACHUSETTS—continued.																					
3672	Haverhill.	High School.	Dept.	4	8	10	166	155	102	96	60	86	65	59	54	61	16	6	1,000	\$370,000	
3673	Hingham Center.	Hingham High School.	do.	4	2	5	38	41	20	23	10	22	16	22	16	19	8	9	519	30,000	
3674	Holbrook.	Sumner High School.	Tw.	4	2	2	18	24	11	18	0	1	1	11	0	10	0	2	250	10,400	
3675	Holliston.	High School.	do.	4	1	2	11	7	9	7	1	6	7	4	7	4	3	0			
3676	Holden.	do.	do.	4	1	2	8	8	3	10	4	9	6	5	6	5	0	1	600	1,400	
3677	Holyoke.	do.	Dept.	4	13	21	202	137	75	133	50	62	45	60	45	60	25	6	1,538		
3678	Hopedale.	do.	Tw.	4	1	2	8	16	5	4	5	1	2	4	2	4	2	1	300	40,600	
3679	Hubbardston.	do.	Tw.	4	2	1	2	5	4	6					3	6	3	1	50	12,075	
3680	Hudson.	do.	Dept.	5	1	7	33	30	27	26	17	23	32	38	10	16	2	2	350	11,200	
3681	Huntington.	do.	Tw.	4	0	4	6	13	1	7	2	2	5	3	4	3	0	0	50	15,100	
3682	Hyannis.	Barnstable High School.	Dept.	4	2	2	18	19	11	8	5	14	4	13	4	13	2	0	80	3,500	
3683	Hyde Park.	High School.	do.	4	4	12	73	83	47	62	28	54	17	33	14	30	3	6	500	65,000	
3684	Ipswich.	Manning High School.	do.	4	2	4	20	38	27	26	8	15	7	6	3	0	1	1	300	60,800	
3685	Lancaster.	High School.	Tw.	4	2	3	9	4	3	4	4	3	6	7	4	5	2	1			
3686	Lawrence.	do.	Erskine.	4	12	10	178	181	128	102	81	76	78	68	65	59	10	13	265,000		
3687	Lee.	do.	James D. Horne.	4	1	3	8	16	10	11	4	7	4	13	4	13	3	3	200	61,500	
3688	Leominster.	do.	Arthur H. Carver.	4	5	9	55	59	43	46	35	36	17	32	17	32	4	7	300	175,000	
3689	Lexington.	do.	John C. Hull.	4	2	7	28	29	31	28	16	17	10	23	4	14	4	4	4,460	86,000	
3690	Littleton.	do.	Frank H. Damon.	4	1	2	6	10	0	12	5	8	5	8	5	8	1	0	8,000		
3691	Lowell.	do.	John A. Backus.	3-5	15	24	214	242	167	190	104	136	201	118	98	123	24	10	2,000	350,000	
3692	Ludlow.	do.	Cyrus W. Irish.	4	1	3	2	7	5	7	1	11	3	4	3	4	1	1	35	60,000	
3693	Lunenburg.	do.	Mrs. H. M. Gushes.	4	1	1	7	6	8	10	4	3	0	1				200	12,300		
3694	Lynn.	do.	Eugene D. Russell.	4	4	5	69	85	67	63	41	63	34	54	31	61	24	23	545	289,628	
3695	do.	Classical High School.	Tw.	4	10	21	134	102	96	124	75	82	63	71	62	71	62	5	330	335,000	
3696	do.	English High School.	Dept.	1-3	9	7	432	171	62	14	6	1			7	3	0	0			
3697	Malden.	High School.	do.	4	18	21	193	192	101	128	90	111	72	102	59	87	28	14	2,200	374,600	
3698	Manchester.	do.	Arthur Lee.	4	2	4	0	0	8	8	14	21	4	7	3	7	0	3			
3699	Mansfield.	High School.	Tw.	4	2	4	19	27	19	16	10	19	8	10	8	15	4	4	100	1,700	
3699	Mansfield.	High School.	Dept.	4	2	4	19	27	19	16	10	19	8	10	8	15	4	4	100	1,700	

3700	Marblehead.	do.	George P. Campbell.	do.	4	2	5	28	37	14	37	13	13	17	13	19	13	5	11	29	1,275
3701	Marlboro.	do.	George W. Morris.	do.	4	1	11	25	67	14	40	24	3	13	13	34	2	1	21	4,500	
3702	Marblehead.	do.	Lewis E. Hove.	Twp.	4	1	10	8	10	2	7	6	4	6	4	4	2	0	1	100	1,400
3703	Marblehead.	do.	J. D. W. Chester.	Dept.	4	2	20	14	9	5	5	4	2	2	7	2	0	2	1	200	35,000
3704	Medford.	Ralph Wheelock H. S.	Norval B. Whitney.	Twp.	4	1	14	11	2	5	5	4	4	2	4	2	0	0	1	400	1,200
			A. B.																		
3705	Medford.	High School.	Leonard J. Manning.	Dept.	4	7	16	110	184	98	91	50	75	44	31	36	30	19	7	1,140	263,800
3706	Medford.	do.	William C. Whiting.	do.	4	5	17	94	101	81	80	42	75	61	53	61	48	28	13	0	0
3707	Mendon.	do.	Horatio W. Sanderson.	Twp.	4	1	5	6	1	4	23	10	5	3	3	8	8	0	3	100	10,500
3708	Merrimac.	do.	Charles W. Cutts.	do.	4	1	3	17	21	16	23	10	9	5	16	7	16	1	2	0	1,600
3709	Merrimac.	do.	Calvin A. Cogg.	Dept.	4	3	4	28	40	16	21	10	15	9	16	7	16	1	2	0	11,480
3710	Middleboro.	do.	Walter Sampson.	do.	4	3	5	45	37	21	27	16	14	15	16	10	13	4	0	200	80,200
3711	Middleboro.	do.	Edward R. Clarke.	do.	4	1	5	34	47	17	25	32	14	9	24	9	24	3	6	400	130,000
3712	Millbury.	do.	John Otha Hall.	do.	4	1	3	18	16	10	18	6	12	6	12	5	11	5	0	425	200
3713	Millbury (R. F. D.	Sutton High School.	Frank E. Fush.	Twp.	4	1	8	18	16	5	2	8	1	0	0	0	0	0	0	0	8,050
3714	Millis.	do.	William J. Nutter.	do.	4	1	2	8	11	6	3	0	5	6	2	6	2	2	0	100	9,250
3715	Mill River.	Adams High School.	Frederick S. Spurr.	do.	3-4	1	1	1	2	4	2	3	1	4	3	5	6	4	2	115	5,000
3716	Milton.	New Marlborough H. S.	Edgar D. Varney.	Dept.	4	7	11	46	45	24	26	18	28	11	17	17	4	2	0	0	0
3717	Milton.	High School.	Thomas Allen.	do.	4	5	2	11	4	4	2	6	0	7	4	3	3	1	0	0	0
3718	Montague.	Agricultural High School.	John Arthur Burton.	Twp.	4	1	8	11	16	7	12	4	9	1	6	1	6	1	3	0	82,500
3719	Nantucket.	do.	Edwin A. Shaw.	Dept.	4	3	8	63	72	30	44	27	31	17	38	13	25	4	2	0	11,000
3720	Nantucket.	do.	John Revereley.	do.	4	2	8	24	29	16	18	17	18	17	24	17	23	6	6	800	46,000
3721	New Bedford.	do.	G. Walter Williams.	do.	4	4	10	134	164	64	84	50	85	51	74	50	60	10	7	3,300	172,000
3722	Newburyport.	High and Putnam School.	Walter E. Andrews.	do.	4	4	10	75	79	58	73	39	43	40	43	34	36	18	8	800	90,000
3723	New Salem.	Academy and High School.	J. R. Childs.	Twp.	4	2	2	2	4	3	5	4	6	1	1	1	0	0	0	50	20,000
3724	Newtown.	Newton High School.	Enoch C. Adams.	Dept.	4	8	21	77	129	61	132	60	86	70	91	61	83	49	29	3,300	0
3725	Newtown.	Newton Technical H. S.	Irving O. Palmer.	do.	4	13	19	155	107	104	101	65	56	19	43	2	2	0	0	100	6,000
3726	Norfolk.	High School.	Herbert A. Hartford.	Twp.	2	1	0	4	5	2	2	0	0	0	0	0	0	0	0	400	57,000
3727	North Adams.	Drury High School.	Herbert H. Gadabey.	Dept.	4	7	8	67	99	45	52	38	32	27	33	16	27	8	4	0	0
			Ph. D.																		
3728	Northampton.	High School.	Clarence B. Roote.	do.	4	2	15	35	62	23	47	16	33	23	35	18	29	11	12	0	0
3729	North Andover.	Johnson High School.	Wallace E. Mason.	do.	4	1	5	14	12	3	14	4	7	10	8	9	7	3	1	200	0
3730	North Attleboro.	High School.	E. N. Babcock.	do.	4	3	6	24	31	20	37	18	29	14	24	10	24	3	1	500	0
3731	Northboro.	do.	Robert I. Bramhall.	Twp.	4	1	4	8	4	10	6	3	1	1	2	1	2	0	0	125	5,800
3732	North Chelmsford.	do.	Frank E. Holt.	do.	4	1	2	4	12	1	6	0	4	0	0	1	0	0	0	50	14,400
3733	North Dartmouth.	do.	Frank E. Perkins.	do.	2	1	1	2	8	3	2	0	0	0	0	3	2	2	0	150	0
3734	North Easton.	Oliver Ames High School.	Philip W. L. Cox.	do.	4	2	3	20	23	17	11	5	21	10	13	10	11	10	1	100	52,500
3735	Norton.	High School.	Miss Bertha E. Piggett.	do.	4	1	2	4	12	3	11	4	6	12	3	2	3	1	1	300	6,650
3736	Norwell.	do.	John C. Page.	do.	4	2	2	5	6	16	3	0	9	5	6	2	6	0	1	200	0
3737	Norwood.	do.	Nathaniel A. Cutter.	Dept.	4	2	6	40	6	16	25	0	18	9	27	6	26	4	3	300	31,000
3738	Oak Bluffs.	do.	O. L. Pesco.	Twp.	4	1	2	5	1	0	6	1	2	0	1	2	0	0	0	150	15,300
3739	Oranget.	do.	Allen C. Cummings.	Dept.	4	1	6	34	39	25	26	16	17	22	23	18	22	1	1	400	47,000
3740	Orleans.	do.	Herbert W. Stewart.	Twp.	4	1	2	7	5	2	9	4	3	9	3	9	9	0	1	1,200	6,600
3741	Oxford.	do.	George W. Gray.	do.	4	1	3	13	18	7	12	6	9	3	11	2	11	2	1	126	31,500
3742	Palmer.	do.	Lee T. Gray.	Dept.	3-4	2	5	25	30	17	21	4	10	8	17	7	15	2	0	300	36,200
3743	Peabody.	do.	Willard W. Woodman.	do.	5	3	11	78	63	62	35	36	37	46	19	24	10	8	2	250	108,650
3744	Pembroke.	George Francis Hatch H. S.	Frederick J. Simmons.	do.	4	1	2	8	6	6	1	6	1	1	1	1	1	0	0	0	0
3745	Pepperell.	High School.	Carl R. Bryant.	Twp.	4	1	3	21	24	13	12	8	11	3	0	3	0	0	4	200	0

* Fifth-year pupils included.

† Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MASSACHUSETTS—continued.																					
3746	Petersham.....	Harry W. Smith.	Twp....	4	1	2	7	7	1	2	4	5	2	1	2	1	2	1	100	\$20,500	
3747	Pittsfield.....	William D. Goodwin.	Dept....	4	7	11	117	107	51	85	39	53	39	48	36	47	18	5	810	196,365	
3748	Plainville.....	Elwin I. Bartlett.	Twp....	4	1	2	6	8	8	11	3	6	2	2	2	2	2	1	200	15,100	
3749	Princeton.....	Arthur C. Sides, A. B.	do....	3	1	1	1	4	1	2	1	1	1	1	1	1	1	0	53	15,000	
3750	Quincy.....	James D. Howlett.	Dept....	4	10	19	221	148	93	88	53	66	37	55	36	52	11	5	500	250,000	
3751	Reading.....	Harry T. Watkins.	do....	4	2	10	53	54	44	55	35	39	28	35	24	25	4	4	334	106,000	
3752	Rockland.....	James Warren Dyson, A. M.	do....	4	2	5	33	40	18	46	15	22	11	21	11	21	6	2	60	67,500	
3753	Rockport.....	Eugene Averell.	do....	4	1	3	14	19	7	15	3	6	3	6	3	6	0	0	200		
3754	Rutland.....	Edward H. Leonard.	Twp....	4	1	1	5	9	3	2	2	4	1	8	1	8	1	0	25	1,200	
3755	Salem.....	Charles C. Dodge.	Dept....	4	9	17	117	140	82	80	56	64	56	52	56	52	8	4	2,000	345,000	
3756	Sandwich.....	C. C. Hubbard.	Twp....	4	1	2	4	2	5	2	2	2	4	2	3	3	1	1	100	1,100	
3757	Seague.....	James Francis Butterworth.	Dept....	4	2	5	16	23	15	15	10	22	8	8	5	8	4	3	90		
3758	Scituate.....	Wallace R. Brown.	Twp....	4	1	3	14	18	9	7	8	12	8	9	8	9	2	0	15	8,200	
3759	Sharon.....	Harold E. Willey.	do....	4	1	3	19	17	4	20	5	16	1	5	0	5	0	2	75	26,400	
3760	Sheffield.....	Lyman B. Phelps.	do....	4	1	1	4	5	4	5	4	4	3	5	3	5	1	0	200	15,250	
3761	Shelburne Falls.....	S. E. Marks.	do....	4	4	4	26	30	15	20	8	18	7	16	5	16	5	4	400		
3762	Shirley.....	Wm. G. Crommett.	do....	4	1	1	6	7	4	6	3	5	1	6	1	6	0	1	15	2,075	
3763	Shrewsbury.....	M. F. Perry.	do....	4	1	2	11	7	2	9	3	9	0	4	0	4	0	0	200	10,500	
3764	Somerset.....	Evan Walter Dunster Merrill.	do....	4	1	0	11	9	6	11								415	6,500		
3765	Somerville.....	John A. Avery.	Dept....	4	15	29	190	261	147	184	96	172	84	113	73	91	20	2	1,900	201,000	
3766	do.....	George L. Baxter.	do....	4	7	11	123	78	87	100	44	52	54	65	52	61	38	30		92,000	
3767	Southboro.....	Linwood L. Workman.	Twp....	4	1	2	6	11	3	9	5	6	2	6	2	6	1	0			
3768	Southbridge.....	F. E. Corbin.	Dept....	4	2	4	14	13	12	16	7	12	6	7	5	7	3	0	100	1,200	
3769	South Dartmouth.....	Thomas L. Mea.	Twp....	2	1	1	4	5	6	3	9				2	2	2	0		15,300	
3770	South Hadley High School..	Geo. F. Turner.	Dept....	4	1	4	17	15	11	16	10	13	6	13	5	11	2	1	200		

South Hamilton.	Hamilton High School.	Arthur G. Blount.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Spencer.	David Pratt High School.	Henry M. Boutelle.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Springfield.	Central High School.	William C. Hill.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
do.	Technical High School.	Charles F. Warner.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
do.	West Springfield H. S.	John C. Warner.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
do.	High School.	Miss C. Huntington.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
do.	do.	Miss Grace L. Edwards.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
do.	do.	Charles J. Emerson.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
do.	Kimball High School.	Elmer G. Royce.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
do.	High School.	Henry S. White.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
do.	do.	Carey F. Laid.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
do.	do.																																																			

Fifth-year pupils included.

Changed from 2-year to 4-year course since 1911.

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
MASSACHUSETTS—continued.																				
3819	Worcester.....	Edward M. Woodward	Dept.....	4	11	24	178	206	81	101	81	97	68	95	47	77	14	15	1,543	\$205,750
3820	Wrentham.....	H. B. Clough.....	Twp.....	4	1	2	2	10	5	12	4	7	3	3	3	3	1	1		
3821	Yarmouth Port...	Howard Willcutt Howes.	do.....	3-4	1	1	7	8	1	7	3	7	0	1	3	1	0		800	22,000
MICHIGAN.																				
3822	Adrian.....	E. E. Gallup.....	Dept.....	4	4	11	67	77	60	62	64	62	35	26	35	26			2,000	215,000
3823	Alanson.....	O. S. Flick.....	Dist.....	3	1	0	3	9	3	2	0	0							125	8,300
3824	Albion.....	L. A. McDiarmid...	Dept.....	4	2	1	48	52	37	36	22	28	24	28	22	25	15	20	2,724	1,400
3825	Algonac.....	Guy O. Dostader...	Dist.....	4	4	1	5	9	3	1	3	1	12	26	12	3	5	525	46,000	
3826	Allegan.....	Albie I. Engle.....	do.....	4	4	3	35	39	24	30	20	35	10	1	1	1	3	120	8,130	
3827	Allen.....	Alex R. Rogers.....	do.....	4	4	1	1	4	5	5	2	10	1	3	1	3	1	2,220	66,000	
3828	Alma.....	F. E. Ellsworth....	do.....	4	4	3	28	34	22	30	18	12	12	13	12	13	8	9	2,000	11,000
3829	Almont.....	Fred Breesma....	do.....	4	4	4	9	17	4	1	6	3	4	6	4	4	2	1,164	40,500	
3830	Alpena.....	H. V. Knight.....	Dept.....	4	4	5	59	48	21	23	24	16	11	19	11	19	3	200	30,375	
3831	Ann Arbor.....	W. H. Smalley....	do.....	4	4	15	114	124	76	97	63	89	95	84	51	52	43	350	3,150	
3832	Armada.....	A. H. Hart.....	Dist.....	4	4	1	4	9	7	1	5	2	0	2	0	2	0	450	30,000	
3833	Ashley.....	Miss Volle J. Rose.	do.....	4	4	1	21	14	9	12	9	8	5	3	5	3	2	175	2,010	
3834	Athens.....	Charles F. Reeba..	do.....	4	4	2	17	16	3	5	5	6	1	3	1	1	0	146	5,150	
3835	Attica.....	F. A. Denoon.....	do.....	2	4	1	4	7	2	3	5	3	3	3	3	3	1	400	5,200	
3836	Augusta.....	Miss Nina A. Doyle	do.....	4	4	1	17	16	3	5	5	6	1	3	1	3	0	400	1,570	
3837	Au Sable.....	Miss Amanda Fiedler	do.....	4	4	1	20	25	12	15	9	14	10	13	9	12	4	400	1,570	
3838	Bad Axe.....	Miss Edith Eaton	do.....	4	4	2	20	25	12	15	9	14	10	13	9	12	4	400	1,570	
3839	Bancroft.....	H. B. McAllister..	do.....	4	4	1	11	14	2	3	3	1	0	7	2	0	2	625	11,000	
3840	Baraga.....	Herbert A. Wood..	do.....	4	4	2	8	23	6	10	11	10	7	6	7	6	7	1,200	20,650	
3841	Baraga.....	J. I. Harrington..	Twp.....	4	4	2	3	5	4	7	2	2	0	1	2	1	2	0	1,400	35,300
3842	Baroda.....	Lynn S. Blake.....	Dist.....	4	4	1	3	5	0	6	2	0	0	0	0	0	1	278	5,300	
3843	Barrington.....	James K. Thornton.	do.....	2	1	0	115	125	90	116	55	72	32	45	32	45		256	10,200	
3844	Battle Creek.....	H. R. Atkinson....	Dept.....	4	9	15	115	125	90	116	55	72	32	45	32	45		753		

Bay City.....	East side High School.....	George Robert Swain.....	4	9	14	97	101	75	90	43	54	27	94	15	37	2	1	1,794	87,000
Bay City (Station A.).....	Western High School.....	Irving H. Huttner.....	4	2	0	5	6	64	31	41	35	35	24	12	30	7	6	1,104	37,000
Beacon.....	Champion High School.....	Ernest H. Craig.....	4	2	1	5	6	3	12	5	3	1	1	1	1	1	1	90	3,700
Beaumont.....	do.....	E. G. Holmes.....	4	1	1	11	19	3	12	6	8	1	4	1	4	1	1	265	10,100
Beaverton.....	do.....	Miss E. Grace Ryan.....	4	1	1	17	19	1	6	1	9	3	4	3	4	2	0	200	40,600
Beeding.....	do.....	Miss Marie Koman.....	4	1	6	25	35	20	10	12	14	3	9	3	5	0	3	1,200	30,500
Bellair.....	do.....	C. L. Tacey.....	4	2	2	12	15	10	10	2	16	3	5	2	5	2	2	1,100	12,000
Belleville.....	do.....	Fred C. Fleber.....	4	1	1	5	10	7	2	1	4	3	3	3	1	2	0	275	20,250
Bellvue.....	do.....	Henry Rothschneider.....	4	2	2	6	8	4	10	1	24	14	16	14	16	7	7	250	100,000
Benton Harbor.....	do.....	J. B. Edmondson.....	4	2	8	48	99	20	35	21	34	14	16	14	16	1	1	350	61,000
Bentonla.....	do.....	Miss Anna L. Sunds.....	4	1	2	14	12	11	4	8	3	3	2	2	2	3	2	1,400	61,000
Berrien Springs.....	do.....	Edward L. Abell.....	4	1	2	5	12	12	10	2	4	0	5	0	5	2	3	454	32,000
Bessemer.....	do.....	Charles A. Burdett.....	4	2	4	32	37	18	13	10	12	18	12	12	18	2	3	1,050	9,000
Big Rapids.....	do.....	Edward Whitney.....	4	2	5	16	39	18	19	12	12	9	12	9	12	4	1	1,500	90,000
Birmingham.....	do.....	Miss Rhoda M. Starr.....	4	3	3	25	19	13	14	7	14	5	7	5	7	0	1	425	5,000
Birmingham.....	do.....	W. L. Reed.....	4	1	3	32	19	16	8	10	15	5	6	6	5	5	0	108	10,000
Birmingham.....	do.....	Alison L. Hyman.....	4	1	2	16	6	5	6	3	8	0	12	0	12	0	1	1,500	90,000
Birmingham.....	do.....	L. A. Butler.....	4	1	1	13	14	5	6	6	5	1	8	1	8	0	4	445	16,000
Bohne City.....	do.....	Miss Lea Burton.....	4	1	1	2	2	2	4	3	8	0	0	1	8	0	4	1,500	90,000
Brighton.....	do.....	Lloyd W. Hartford.....	4	1	1	12	14	5	6	6	5	1	8	1	8	0	4	445	16,000
Brighton.....	do.....	F. E. Robinson.....	4	1	1	11	18	6	10	10	13	9	7	5	7	6	5	205	21,500
Bronson.....	do.....	Donald O'Hara.....	4	1	3	14	12	13	7	6	7	5	6	5	6	1	0	1,400	21,500
Brown City.....	do.....	Miss Ethel S. Davis.....	4	2	2	15	12	13	7	6	7	5	6	5	6	2	2	800	2,500
Buchanan.....	do.....	George W. Logan.....	4	2	2	15	10	15	5	5	5	6	6	5	6	2	2	400	400
Burlington.....	do.....	C. C. Wolfe.....	2	1	0	5	2	2	3	3	0	0	0	0	2	3	3	8,200	12,500
Burlington.....	do.....	Clay A. North.....	4	2	1	18	11	9	11	7	9	9	5	9	4	3	2	535	8,200
Burlington.....	do.....	O. F. Norwalk.....	2	1	0	6	3	5	7	7	0	0	0	0	2	0	1	200	255,000
Byron.....	Union School.....	Thommas A. Meers.....	2	1	1	18	11	9	11	7	9	9	5	9	4	3	2	200	255,000

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.												Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.					
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21			
MICHIGAN—contd.																							
	High School.	D. C. Bowen.	Dist.	2	1	1	7	10	4	5					4	5	1	0	600	\$1,525			
Clayton	do.	Claude C. Callan.	do.	2	1	0	4	5	1	1					1	0			156				
Clifford	do.	Charles F. Otto.	do.	2	1	1	16	14	5	7	3	4	3	4	4	2	1	3	369	1,175			
Climax	do.	Miss Helen Yates.	do.	4	4	2	11	12	2	9	16	6	9	8	8	5			650				
Clinton	do.	E. R. Nethercott.	do.	4	4	1	50	58	32	36	18	22	19	23	18	23	8	0	928	20,200			
Clio	do.	Percy Howe.	do.	4	4	3	12	17	5	11	4	13	4	2	4	1	6	1	500	76,000			
Coldwater	do.	Miss Agnes Menerey.	Dept.	4	4	1	22	18	5	11	9	4	6	1	4	1	4	0	600	18,700			
Coleman	do.	H. E. Stearns.	Dist.	4	4	2	12	17	8	11	11	9	2	6	3	9	3	4	325	6,300			
Coloma	do.	Miss Nita L. Butler.	do.	4	4	1	8	15	6	3	6	2	3	6	3	9	3	1	700	30,600			
Colon	do.	J. A. Woodruff.	do.	4	4	2	10	9	10	1	4	4	1	1	1	1	1	0	1,000	2,100			
Columbiaville	do.	Shirley L. Owens.	do.	4	4	1	13	20	10	2	12	5	8	5	5	8			400	2,800			
Concord	do.	Miss Hazel Stanton.	do.	4	4	1	10	7	2	9	2	6	1	3	1	3			1,207	27,500			
Constantine	do.	Asa E. Tolly.	do.	4	4	1	23	19	10	11	12	9	6	15	6	14	2	3	641	20,700			
Coopersville	do.	Miss Helen J. Perry.	do.	4	4	1	3	15	14	6	12	5	6	4	6	4	5	4	300	43,000			
Corunna	do.	George F. Manning.	do.	4	4	2	12	14	9	14	14	13	4	1	2	1	2	1	350	37,500			
Croswell	do.	Edward P. Crain.	Twp.	4	4	5	3	19	31	13	25	9	2	18	2	15	1	5	4,700	97,000			
Crystal Falls	do.			4	4	2	1	6	0	1					0	1				1,550			
Daggett	do.	Cleto Clark.	do.	2	1	0	4	5	2	2	2	2	3	2	3	2	2	1	300	3,300			
Dansville	do.	D. W. Duguid.	Dist.	4	4	1	13	16	7	8	7	8	5	3	5	3	0	0	250	15,350			
Davison	do.	Miss Lucile Culbertson.	do.	4	4	1	8	13	4	6	3	2	5	4	5	4	0	1	320	28,070			
Dearborn	do.	H. A. Salisbury, supt.	do.	4	4	1	7	16	13	15	3	6	4	11	4	8	4	6	500	52,000			
Dearborn	do.	E. R. Washburn.	do.	4	4	1	9	14	4	4			5	3	5	3	4	2	250	15,300			
Deatur	do.	Miss Genevieve A. Haladay.	Twp.	4	4	1																	
Decker	do.	Benjamin Bosnk.	do.	2	1	0	6	3	6	2					0	4	0	4	241	6,000			
De Tour	do.	Benjamin F. Comfert.	Dist.	2	12	19	212	226	69	56	16	20	12	12	11	8	4	2	897	555,000			
Detroit	do.	David Mackenzie.	Dist.	2	4	33	598	645	274	351	269	268	220	268	210	214	86	42	6,000	1,265,000			
Detroit	do.	William Lightbody.	do.	4	2	7	15	24	8	10	7	6	1	4	1	1	3	1	2	400	1,350		
Detroit	do.	J. Remsen Bishop.	do.	4	12	29	350	348	99	114	70	92	70	109	62	68	33	21	2,411	303,300			
Detroit	do.	Frank Cody.	do.	4	3	6	37	31	17	11	13	6	6	4	4	4	4	2	4,600	65,000			
Detroit	do.	Wm. A. Morse.	do.	4	16	25	219	196	81	124	51	61	41	64	30	63	2	5	4,200	325,000			
Detroit	do.	Miss Z. A. McManus.	Dist.	4	1	3	9	10	15	8	12	13	3	3	2	13	2	5	1,060	20,300			

3637	Brookline	do.	George P. Hitchcock	do.	4	12	19	80	07	66	60	47	62	36	82	36	42	22	700	375,000	
3638	Cambridge	High and Latin School	Leo L. Cleveland	do.	5	0	41	171	462	51	227	68	173	170	105	61	150	89	4,500	638,621	
3639	do.	Rindge Technical School	John W. Wood Jr.	do.	4	23	5	814	0	130	0	127	0	129	0	91	0	35	70	240,358	
3640	Camden	High School	Marshall Wentworth	do.	4	1	2	10	20	12	26	3	10	6	14	4	14	0	20	98,000	
3641	Charlton	do.	Winfield H. Stone	Twp.	4	1	1	3	4	3	7	7	4	3	4	3	4	1	0	16,400	
3642	do.	do.	Frank English	do.	4	1	1	2	5	3	5	5	4	0	8	0	3	0	80	1,510	
3643	Chatham	do.	Charles A. Gullit	do.	4	1	2	3	11	4	7	1	7	1	6	1	5	0	30	26,200	
3644	Chatham	Center High School	Elmer E. Harris	Dept.	4	2	3	3	10	4	9	1	4	2	5	2	5	2	1,000	30,000	
3645	Chatham	High School	Frederic W. Plummer	do.	4	17	94	100	40	3	11	0	37	57	25	46	25	41	1,000	30,000	
3646	Chelster	do.	Frederic Franklin	Twp.	4	1	2	0	9	0	9	0	0	0	2	2	1	2	75	3,300	
3647	Chicopee	do.	Smith	do.	4	4	8	36	43	20	24	24	0	0	33	10	21	5	1,350	75,000	
3648	Clinton	do.	Louis Palmer Shale	Dept.	4	3	7	46	62	24	41	20	23	21	20	21	20	8	3		
3649	Consett	do.	Paula Mashberry	do.	4	1	4	8	10	4	7	8	14	8	0	7	8	2	1		
3650	Concord	do.	Stanley C. Lary	Twp.	4	3	10	42	58	26	41	21	34	18	21	15	21	3	11	400	62,500
3651	Conway	do.	Wells A. Hall	Dept.	4	0	2	4	5	2	3	4	5	2	5	1	2	5	3	75	3,150
3652	Cottac	do.	Miss Bertha Dayson	Twp.	4	1	1	2	4	3	4	7	5	2	1	2	1	2	0	100	15,000
3653	Dalton	High School	Lo Roy Marshall	do.	4	1	2	16	17	13	13	25	7	5	10	7	9	3	55	1,500	
3654	Danvers	High School	Handy Gammons	do.	4	3	6	40	49	10	20	5	20	15	28	14	28	3	1	200	6,150
3655	Dedham	High School	Herman E. Abbott	Dept.	4	3	8	45	23	26	18	26	20	39	20	39	20	38	1	1,500	44,000
3656	Dover	Sauger High School	Charles F. Joyner	do.	4	1	1	38	45	23	26	18	26	20	39	20	38	1	5	5,950	
3657	Dudley	High School	Charles Harlow Wood	Twp.	4	1	1	7	0	0	0	4	0	0	0	0	0	0	0	25	
3658	East Bridgewater	do.	Dary F. Alden	do.	4	1	1	2	7	4	1	1	0	0	1	0	1	0	1	25	
3659	East Douglas	do.	Lester F. Alden	do.	4	1	1	7	20	7	13	9	3	2	13	2	12	0	0	200	12,100
3660	East Weymouth	Douglas High School	William A. Woodward	do.	4	1	1	7	2	1	3	2	1	0	3	0	3	0	1	25	
3661	Edgartown	Weymouth High School	W. W. Evans	Dept.	4	2	1	50	63	38	34	16	25	30	33	20	33	4	3	300	10,500
3662	Essex	do.	Edwin R. Sampson	Twp.	4	1	1	4	7	2	2	2	0	0	3	0	3	0	0	100	5,400
3663	Everett	do.	Andrew F. Averill	do.	5	1	3	8	15	6	12	4	6	13	19	3	3	2	0	200	8,000
3664	Fairhaven	do.	Joseph S. Kadesch	Dept.	4	7	17	149	190	76	113	40	78	39	70	38	65	14	4	800	183,500
3665	Falmouth	B. M. C. Durfee High School	Wilbur J. Rockwood	do.	4	4	17	30	38	14	24	11	16	8	12	8	11	3	1	1,400	500,000
3666	Falmouth	Lawrence High School	Albert B. Kimball	Twp.	4	1	14	169	187	142	172	77	84	58	87	48	75	21	5	1,400	500,000
3667	Fitchburg	do.	George F. Pope	do.	4	1	4	21	19	14	19	6	12	8	12	8	10	1	1	175	23,000
3668	Foxboro	High School	Charles T. Woodbury	Dept.	4	12	17	114	136	90	100	64	52	52	63	51	61	15	6	1,414	23,000
3669	Framingham	do.	Charles J. Peterson	Twp.	4	1	3	13	16	3	12	6	12	10	8	11	6	0	3	15	5,125
3670	Franklin	Horses Mann High School	Walter H. Cushing	Dept.	4	4	7	82	52	46	43	22	36	16	21	11	21	3	325	146,000	
3671	Gardner	High School	Ray E. Pomeroy	do.	5	3	11	35	41	11	16	8	31	31	148	109	19	33	10	660	92,000
3672	Gilbertville	Hardwick High School	Albion Hale Brainard	Twp.	4	1	3	49	57	34	40	12	12	6	3	3	1	0	100	100,000	
3673	Gloucester	do.	W. B. Alexander	Dept.	4	4	13	97	128	44	75	62	54	25	56	25	40	8	8	3,260	103,000
3674	Grafton	do.	Albert William Bachelder	do.	4	1	4	17	24	17	10	10	11	9	9	4	6	1	1	270	33,000
3675	Granby	do.	William A. Perkins	Twp.	4	1	5	3	3	4	4	2	1	2	1	2	1	2	0	100	2,200
3676	Greenfield	do.	Ralph F. G. Bailey	Dept.	4	2	5	88	46	33	24	14	25	12	22	11	22	0	250	62,000	
3677	Groton	Butler High School	W. H. Whiting	Twp.	4	1	3	12	13	10	10	11	11	8	9	8	8	0	0	300	20,150
3678	Groveland	High School	John H. Manning	do.	4	1	3	16	11	10	13	10	11	11	5	10	5	4	0	218	8,000
3679	Hadley	Will Guy Colby	do.	4	2	4	7	12	6	8	5	9	4	4	4	4	3	1	1,000	19,000	
3680	Hampden	Hopkins Academy	Franklin E. Heald	do.	4	1	2	17	10	17	5	4	3	8	4	8	4	3	2	100	6,200
3681	Hampden	do.	A. M.	do.	4	1	1	7	11	6	1	5	10	3	5	3	5	1	350		
3682	Hampden	Hampden High School	Horace F. Bates	do.	4	1	2	17	10	17	5	4	3	8	4	8	4	3	2	100	6,200
3683	Harwich	High School	James L. Jordan	do.	4	1	1	7	11	6	1	5	10	3	5	3	5	1	350		

* Value of building and grounds not given.

* Fifth-year pupils included.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates prepared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
MASSACHUSETTS—continued.																				
3672	High School.	Ralph E. Files.	Dept.	4	8	10	166	155	102	95	60	86	65	59	54	61	16	6	1,000	\$370,000
3673	Hingham Center.	Charles Jenney.	do.	4	2	5	38	41	20	23	10	22	16	22	16	19	8	9	519	30,000
3674	Hollbrook.	Ralph P. Currier.	Twp.	4	2	2	18	24	11	18	0	1	11	0	10	0	2	250	10,400	
3675	Holliston.	Edwin B. Richards.	do.	4	1	2	11	7	9	7	1	6	7	4	7	4	3	0	1	600
3676	Holden.	Howard A. Newton.	do.	4	4	1	8	8	3	10	4	9	6	5	6	5	0	1	1,538	40,600
3677	Holyoke.	Howard Conant.	Dept.	4	13	21	202	137	75	132	50	62	45	60	45	60	25	6	1,300	40,600
3678	Hopedale.	John K. Fenner.	Twp.	4	1	2	8	16	5	4	5	1	2	4	2	4	2	1	50	12,075
3679	Hubardston.	William H. Holmes.	do.	2	1	0	2	5	4	6	17	23	32	38	3	16	2	2	350	11,200
3680	Hudson.	Charles A. Williams.	Dept.	5	1	7	33	30	27	26	17	23	32	38	3	16	2	2	50	15,100
3681	Huntington.	Miss Alice Foster Danforth.	Twp.	4	0	4	6	13	1	7	2	2	5	3	4	3	0	0	80	3,500
3682	Hyannis.	Louis M. Boddy.	Dept.	4	2	2	18	19	11	8	5	14	4	13	4	13	2	0	80	3,500
3683	Hyde Park.	George W. Earle.	do.	4	4	12	73	83	47	62	28	54	17	33	14	30	3	6	500	55,000
3684	Ipwich.	John P. Marston.	do.	4	4	2	20	38	27	26	8	15	7	6	3	6	1	1	300	60,800
3685	Laicester.	Samuel Hodgman.	Twp.	4	4	2	3	9	4	3	4	3	6	7	6	4	5	2	1	.....
3686	Lawrence.	Erskine.	Dept.	4	12	10	178	181	128	102	81	76	78	68	65	59	10	13	.....	265,000
3687	Lee.	James D. Horne.	do.	4	4	1	8	16	10	11	4	7	4	13	4	13	3	3	200	61,500
3688	Leominster.	Arthur H. Carver.	do.	4	4	5	55	59	43	46	35	36	17	32	17	32	4	7	300	175,000
3689	Lexington.	John C. Hull.	do.	4	4	2	28	29	31	28	18	17	10	23	4	14	4	4	4,450	86,000
3690	Littleton.	Frank H. Damon.	do.	4	4	1	6	10	0	12	5	8	5	8	5	8	1	0	.....	.....
3691	Lowell.	John A. Backus.	Twp.	4	2	6	2	10	0	12	5	8	5	8	5	8	1	0	2,000	350,000
3692	Ludlow.	Cyrus W. Irish.	Dept.	3-5	15	24	214	242	167	100	104	136	191	118	98	123	24	1	35	60,000
3693	Lunenburg.	Mrs. H. M. Gushes.	do.	4	4	1	2	7	5	7	1	11	3	4	3	4	3	1	200	12,300
3694	Lynn.	Erwin R. Beards.	Twp.	4	4	1	7	6	8	10	4	3	0	1	31	51	24	23	545	298,626
3695	do.	Eugene D. Russell.	Dept.	4	4	5	69	85	67	63	41	63	34	64	62	69	18	5	330	335,000
3696	do.	Charles B. Jackson.	do.	4	10	21	134	162	96	124	75	82	63	71	62	71	3	0	.....	.....
3697	do.	do.	do.	1-3	4	18	42	171	62	14	6	1	72	102	59	87	28	14	2,200	374,800
3698	Manchester.	Arthur Lee.	do.	4	18	21	103	192	101	124	90	111	72	102	59	87	28	14	2,200	374,800
3699	Manchester.	Alfred L. Saben.	Twp.	4	4	2	4	19	27	19	16	10	19	8	16	8	16	5	100	1,700
3699	Mansfield.	Fred H. Hadlock.	Dept.	4	2	4	19	27	19	16	10	19	8	16	8	16	5	4	.....	.....

3700	Matheson	do.	George P. Campbell.	28	5	28	33	27	18	34	15	13	13	34	5	0	240		
3701	Matheson	do.	Charles W. Morris.	37	11	37	34	40	24	35	15	14	15	34	0	21	162,725		
3702	Matheson	do.	Levi E. Hays.	10	1	10	6	0	7	0	4	3	4	6	1	1	180		
3703	Maynard	do.	J. D. W. Clifton.	1	1	20	18	0	8	5	2	7	2	8	2	1	240		
3704	McDonald	do.	Norval B. Spelman.	2	1	14	11	2	0	4	4	2	4	2	4	0	400		
3705	Medford	High School.	A. B.	7	15	116	134	89	91	50	75	44	31	36	30	19	7	1,140	
3706	Medford	do.	Laondra J. Manning.	4	5	94	101	81	80	42	75	66	53	61	48	28	15	203,800	
3707	Medford	do.	William C. Whiting.	4	1	6	4	4	4	5	3	3	3	3	3	2	0	10,500	
3708	Merrimac	do.	Burton W. Sanderson.	4	1	7	21	15	23	10	9	6	8	5	8	0	3	100	
3709	Methuen	do.	Charles W. Cutts.	4	3	28	40	16	21	9	15	0	16	7	16	4	2	1,600	
3710	Middleboro	do.	Calder A. Crago.	4	3	4	28	40	16	21	9	15	0	16	7	16	4	200	
3711	Milford	do.	Walter Sanderson.	4	3	5	34	37	21	27	16	14	16	16	10	13	4	300	
3712	Milford	do.	Edward R. Clarke.	4	1	5	34	47	17	25	32	14	0	24	9	24	3	400	
3713	Milbury	do.	John Otis Hall.	4	1	8	18	16	10	18	6	12	6	12	6	11	8	425	
3714	Milbury (R. F. D. No. 1).	Sutton High School.	Frank E. Fash.	4	1	8	18	5	2	8	1	4	0	0	0	0	0	200	
3715	Millis	Adams High School.	William J. Nutter.	4	1	2	8	11	6	3	0	6	2	5	2	2	0	100	
3716	Mill River	New Marlborough H. S.	Frederick S. Spurr.	4	1	1	4	2	3	0	2	3	1	3	5	4	115	5,000	
3717	Milton	High School.	Edgar D. Varney.	4	1	11	46	45	24	25	18	11	17	11	17	4	2	0	
3718	Montague	Agricultural High School.	Thomas Allen.	4	2	2	11	4	4	2	6	0	7	4	3	3	1	8	
3719	Nantucket.	do.	John Arthur Burton.	4	1	8	11	16	7	12	4	9	1	6	1	6	1	8	
3720	Nantuxet	do.	Edwath A. Shaw.	4	3	8	63	72	30	14	27	38	13	35	4	2	0	32,500	
3721	Needham	do.	John Revereley.	4	2	5	24	22	18	15	17	24	17	28	13	6	2	11,000	
3722	New Bedford	do.	Walter E. Williams.	4	9	16	134	164	64	84	50	85	51	74	50	60	3,300		
3723	Newburyport.	do.	Walter E. Andrews.	4	4	10	75	79	58	73	39	43	40	34	39	18	3	800	
3724	New Salem.	High and Putnam School.	G. Walter E. Andrews.	4	2	2	4	3	5	4	0	1	1	1	0	0	50	20,000	
3725	Newtownville.	Academy and High School.	J. R. Childs.	4	8	21	77	129	81	132	60	86	70	91	61	83	49	29	3,300
3726	Norfolk	Newton High School.	Enoch C. Adams.	4	13	19	155	107	104	101	65	50	19	43	13	35	2	0	100
3727	Norfolk	Newton Technical H. S.	Frederic O. Palmer.	2	1	0	4	5	2	2	2	2	2	2	2	2	0	0	6,000
3728	North Adams.	High School.	Archie A. Hartford.	4	7	8	67	96	45	52	38	32	27	33	16	27	8	4	400
3729	Northampton.	Drury High School.	Ph. D.	4	2	12	35	62											

Value of building and grounds not given.

Fifth-year pupils included.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
							First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Men.	Women.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MASSACHUSETTS—continued.																					
3746	Peterham.....	Harry W. Smith.	Twp....	4	1	2	7	7	1	2	4	5	2	1	2	1	2	1	100	\$20,500	
3747	Pittsfield.....	William D. Goodwin.	Dept....	4	7	11	107	51	85	39	53	39	46	36	47	18	5	810	195,365		
3748	Plainville.....	Elwin I. Bartlett.	Twp....	4	1	2	6	8	8	11	3	6	2	2	2	1	1	200	15,100		
3749	Princeton.....	Arthur C. Sides, A. B.	do....	3	1	1	2	4	1	2	1	1	1	1	1	1	0	53	15,000		
3750	Quincy.....	James D. Howlett.	Dept....	4	10	19	221	148	93	83	53	66	37	55	36	52	11	5	500	250,000	
3751	Reading.....	Harry T. Watkins.	do....	4	2	10	53	54	44	55	35	39	28	35	24	25	4	4	334	106,000	
3752	Rockland.....	James Warren Dyson, A. M.	do....	4	2	5	33	40	18	46	15	22	11	21	11	21	6	2	50	67,500	
3753	Rockport.....	Eugene Averell.	do....	4	1	3	14	19	7	15	8	6	3	6	3	6	0	0	200	.....
3754	Rutland.....	Edward H. Leonard.	Twp....	4	1	1	5	9	3	2	2	4	1	8	1	8	1	25	1,200		
3755	Salem.....	Charles C. Dodge.	Dept....	4	9	17	117	140	82	80	56	64	56	52	56	52	8	4	2,000	345,000	
3756	Sandwich.....	C. C. Hubbard.	Twp....	4	1	2	4	2	5	2	4	2	3	1	2	3	1	2	100	1,100	
3757	Saugus.....	James Francis Butterworth.	Dept....	4	2	5	16	23	15	15	10	22	8	8	5	8	4	3	90	.....
3758	Scituate.....	Wallace R. Brown.	Twp....	4	1	3	14	18	9	7	8	12	8	9	8	9	2	0	15	8,200	
3759	Sharon.....	Harold E. Willey.	do....	4	1	3	19	17	4	20	5	16	1	5	0	5	0	2	75	26,400	
3760	Sheffield.....	Lyman B. Phelps.	do....	4	1	1	4	5	4	5	4	4	3	5	3	6	1	0	200	15,250	
3761	Shelburne Falls.....	S. E. Marks.	do....	4	4	4	26	30	15	20	8	18	7	16	5	16	5	4	400	.....
3762	Shirley.....	Wm. G. Crommett.	do....	4	1	1	6	7	4	6	3	5	1	6	1	6	0	1	15	2,075	
3763	Shrewsbury.....	M. F. Perry.	do....	4	1	2	2	7	2	9	3	9	0	4	0	4	0	0	200	10,500	
3764	Somerset.....	Evan Walter Dunster Merrill.	do....	4	1	0	11	9	6	11	.....	.....	.....	.....	.....	.....	.....	415	6,500	
3765	Somerville.....	John A. Avery.	Dept....	4	15	29	190	201	147	184	96	172	84	113	73	91	20	2	1,900	201,000	
3766	Southboro.....	George L. Baxter.	do....	4	7	11	123	78	87	100	44	52	54	63	52	61	38	30	.....	92,000
3767	Southbridge.....	Lynwood L. Workman.	Twp....	4	1	2	6	11	3	9	5	6	2	6	2	6	1	0	100	1,200	
3768	South Hadley.....	F. E. Corbin.	Dept....	4	2	4	14	13	12	16	7	12	6	7	5	7	3	0	.....	15,300
3769	South Dartmouth.....	Thomas L. Mea.	Twp....	2	1	1	5	6	3	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3770	South Hadley Falls.....	Geo. F. Turner.	Dept....	4	1	1	17	15	11	16	10	13	0	13	5	11	2	1	200	.....

South Hamilton.....	3771	Hamilton High School.....	Twp.....	5	1	3	2	9	8	5	7	2	9	10	1	7	7	0	0	0	50	28,200
Spenner.....	3772	David Prouty High School.....	Dept.....	4	7	32	110	124	87	117	70	101	45	90	31	82	23	0	3	0	383	25,000
Springfield.....	3773	Central High School.....	do.....	4	18	22	315	81	140	30	41	24	64	19	40	13	19	1	1,001	1,321	465,000	
do.....	3774	Technical High School.....	do.....	4	3	0	30	57	21	136	10	28	0	16	9	10	2	0	1,001	360,000		
do.....	3775	West Springfield H. S.....	do.....	4	4	1	10	0	0	2	4	0	2	1	0	10	2	0	750	28,000		
Sterling.....	3776	do.....	Twp.....	4	1	1	10	0	0	2	4	0	2	1	1	10	0	0	112	10,100		
Stockbridge.....	3777	do.....	do.....	4	0	4	6	16	3	7	0	2	4	1	3	10	0	2	180	10,100		
Stoneham.....	3778	Kimball High School.....	Dept.....	5	1	7	39	40	38	37	13	20	20	30	15	19	6	2	1,200	75,800		
Stoughton.....	3779	do.....	do.....	4	1	4	16	27	7	18	5	15	6	5	7	1	0	0	500	16,800		
Stow.....	3780	Hale High School.....	Twp.....	4	1	1	11	4	2	5	6	4	0	3	0	3	0	0	300	18,075		
Sudbury.....	3781	High School.....	do.....	4	1	2	1	5	1	5	2	8	3	2	3	2	1	0	125	2,500		
Swampscott.....	3782	do.....	Dept.....	5	1	7	29	29	22	27	14	15	17	25	10	8	4	0	825	14,500		
Taunton.....	3783	do.....	do.....	4	5	9	70	109	50	64	34	57	19	49	19	49	11	3	30	12,000		
Topsfield.....	3784	do.....	Twp.....	4	1	2	1	3	3	5	1	1	0	2	3	2	3	1	25	60,200		
Townsend.....	3785	do.....	do.....	4	1	1	2	6	11	4	1	2	4	2	7	7	1	2	75	36,800		
Uxbridge.....	3786	do.....	do.....	4	1	1	23	9	11	1	3	4	10	3	7	3	7	0	200	11,000		
Vineyard Haven.....	3787	High School.....	do.....	4	1	1	3	50	39	58	36	54	3	3	4	3	4	2	588	90,200		
Wakefield.....	3788	do.....	Dept.....	4	4	9	63	43	58	16	11	13	14	11	13	26	6	8	300	51,500		
Walpole.....	3789	do.....	Twp.....	4	2	4	101	52	70	60	96	37	47	31	46	16	6	0	198	000		
Waltham.....	3790	do.....	Dept.....	4	8	14	24	31	23	22	13	11	16	11	16	11	1	2	300	52,000		
Ware.....	3791	do.....	do.....	4	1	5	18	13	13	23	8	7	7	11	6	10	1	4	500	45,000		
Wareham.....	3792	do.....	Twp.....	4	2	5	35	40	18	31	10	28	8	23	5	3	4	0	500	27,400		
Watertown.....	3793	Phyllis High School.....	Dept.....	4	3	8	35	9	6	10	4	9	7	5	5	1	2	250	45,000			
Watland.....	3794	High School.....	Twp.....	4	1	3	15	9	10	10	10	13	3	10	3	5	0	0	800	23,200		
Webster.....	3795	do.....	do.....	4	2	7	17	4	6	7	5	3	1	5	1	5	0	0	150	170		
Webster.....	3796	do.....	do.....	5	2	5	40	22	16	10	11	15	19	5	6	0	4	0	1,000	132,000		
Wellesley.....	3797	do.....	do.....	4	3	8	41	24	21	32												

• Fifth-year pupils included.

Changed from 2-year to 4-year course since 1911.

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.	Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MASSACHUSETTS—continued.																					
3819 Worcester.....	South High School.....	Edward M. Woodward	Dept.....	4	11	24	178	206	81	101	81	97	68	95	47	77	14	15	1,543	\$205,750	
3820 Wrentham.....	High School.....	H. B. Clough.....	Twp.....	4	1	2	2	10	5	12	4	7	3	3	3	3	1	1			
3821 Yarmouth Port....	Yarmouth High School.....	Howard Willcutt Howes.	do.....	3-4	1	1	7	8	1	7	3	7	0	1	1	1	0	0	800	22,000	
MICHIGAN.																					
3822 Adrian.....	High School.....	E. E. Gallup.....	Dept.....	4	4	11	67	77	60	62	64	62	35	26	35	26			2,000	215,000	
3823 Alanson.....	do.....	O. S. Flick.....	Diat.....	3	1	0	3	9	3	2	0	0	0	0	21	15			125	8,300	
3824 Albion.....	do.....	L. A. McDiarmid.....	Dept.....	4	2	7	48	52	37	36	22	28	24	28	1	6	1	2	2,500	80,000	
3825 Algonac.....	do.....	Guy O. Dextader.....	Diat.....	4	1	1	5	9	3	1	1	0	1	1	0	1	0	1	724	1,400	
3826 Allegan.....	do.....	Alle I. Engle.....	do.....	4	3	6	35	39	24	30	20	15	12	26	12	26	3	5	525	46,000	
3827 Allen.....	do.....	Alex R. Rogers.....	do.....	4	1	1	4	5	5	4	2	3	10	11	1	3	1	3	130	8,150	
3828 Alma.....	do.....	P. E. Ellsworth.....	do.....	4	3	4	28	34	22	30	18	12	12	13	12	13	8	9	2,200	66,000	
3829 Almont.....	do.....	Fred Pressman.....	do.....	4	1	2	9	17	4	1	4	6	3	4	6	3	2	1,000	11,000		
3830 Alpena.....	do.....	H. V. Knight.....	Dept.....	4	4	5	59	48	21	20	24	16	11	19	11	19		164	40,500		
3831 Ann Arbor.....	do.....	W. H. Smalley.....	Dept.....	4	11	15	114	124	76	97	63	89	95	84	51	52	48	26	289,575		
3832 Armada.....	do.....	W. H. Hart.....	Diat.....	4	1	1	4	9	5	6	8	7	5	5	2	0	2	2	300	30,150	
3833 Ashley.....	do.....	Miss Vello J. Rose.....	do.....	4	1	1	5	7	1	2	0	2	0	2	0	2	0	2	350	3,150	
3834 Athens.....	do.....	Charles F. Reeds.....	do.....	4	2	1	21	14	9	12	9	8	5	3	5	3	2	1	450	30,000	
3835 Attica.....	do.....	E. A. Duncan.....	do.....	2	1	0	4	7	2	3	3	3	3	3	1	1	1	175	2,010		
3836 Augusta.....	do.....	Miss Nina A. Doyle.....	do.....	4	1	1	17	16	3	5	5	3	3	3	3	3	1	0	146	5,150	
3837 AuSable.....	do.....	Miss Amanda Fiedler.....	do.....	4	1	2	20	21	12	15	3	9	14	10	13	9	12	4	400	5,200	
3838 Bad Axe.....	do.....	Miss Edith Eaton.....	do.....	4	2	1	20	25	16	18	9	14	10	7	6	7	6	4	625	11,000	
3839 Bangor.....	do.....	H. B. McAllister.....	do.....	4	1	2	8	23	6	10	11	10	7	6	7	6	7	6	1,200	20,650	
3840 Bangor.....	do.....	Herbert A. Wood.....	do.....	4	2	0	3	5	6	2	2	0	0	0	1	2	0	1	400	33,300	
3841 Baraga.....	do.....	J. I. Harrington.....	Twp.....	4	4	2	8	23	6	10	11	10	7	6	7	6	7	6	1,200	20,650	
3842 Baroda.....	do.....	Lynn B. Blake.....	Diat.....	4	1	0	5	6	1	2	2	0	0	0	0	0	1	278	8,300		
3843 Barryton.....	do.....	James K. Thornton.....	do.....	2	1	0	5	6	1	2	2	0	0	0	0	0	1	278	8,300		
3844 Battle Creek.....	do.....	H. R. Atkinson.....	Dept.....	4	9	15	115	125	90	116	55	72	32	45	32	45			250	10,200	

Day City (Station)	East Side High School...	George Robert Swain	4	9	14	97	101	73	90	49	37	24	10	37	2	1	1,700	87,000	
Bay City (Station)	Western High School	Irving D. Hunter.....	4	3	9	40	64	31	41	24	16	24	12	20	7	6	104	30,700	
3543	Newton.....	Everett H. Crake.....	4	2	1	5	19	0	3	3	3	1	3	1	1	1	90	3,700	
3544	West Lake.....	E. C. Holmes.....	4	1	1	11	6	0	3	12	8	1	1	1	1	1	20	10,100	
3545	Peaverton.....	Miss E. Grace Rymann.....	4	1	1	25	35	20	10	7	10	3	4	4	2	0	235	40,800	
3546	Peeling.....	Miss Marie Romann.....	4	1	6	7	15	7	2	1	2	5	2	5	2	3	1,700	30,500	
3547	Bellair.....	C. L. Talley.....	4	2	2	13	15	10	4	10	1	8	3	3	2	2	275	20,250	
3548	Bellevue.....	Fred C. Fletcher.....	4	1	1	5	10	7	2	1	8	3	1	2	1	2	230	20,250	
3549	Bellevue.....	Henry Rottscheider.....	4	2	8	45	59	20	35	21	24	14	14	16	7	7	350	100,000	
3550	Benton Harbor.....	J. B. Edmondson.....	4	1	2	11	12	12	10	2	4	3	2	3	1	1	1,400	61,000	
3551	Benzonia.....	Miss Anna L. Sandig.....	4	1	4	20	32	7	13	13	12	18	12	18	2	2	464	82,000	
3552	Berrien Springs.....	Edward L. Abell.....	4	2	4	16	39	18	19	12	12	9	12	9	4	0	1,050	9,000	
3553	Bessmer.....	Claude A. Burkhardt.....	4	2	4	16	39	18	19	12	12	9	12	9	2	1	1,500	80,000	
3554	Big Rapids.....	Edward Whitney.....	4	3	3	15	19	13	14	7	14	5	7	5	7	5	425	5,000	
3555	Birmingham.....	Miss Rhoda M. Starr.....	4	3	5	13	19	13	14	3	8	0	12	0	1	8	108	10,000	
3556	Blissfield.....	W. L. Reed.....	4	1	3	29	19	13	14	3	8	0	11	11	8	0	4	445	16,000
3557	Bloomington.....	Alison L. Hymanes.....	4	1	1	2	7	2	4	3	8	0	0	8	6	6	108	10,000	
3558	Bozette.....	L. A. Butler.....	4	1	1	13	14	5	6	5	1	8	1	8	1	1	1,500	9,000	
3559	Boyne City.....	F. E. Robinson.....	4	1	1	11	10	6	10	13	9	7	5	7	5	1	205	21,500	
3560	Brighton.....	Lloyd W. Hamford.....	4	1	1	13	12	13	7	5	8	7	5	7	5	2	1,400	21,500	
3561	Britton.....	Donald O'Hara.....	4	1	3	13	12	13	7	5	8	7	5	7	5	0	800	2,500	
3562	Brown City.....	Miss Ethel S. Davis.....	4	2	2	15	16	10	15	5	5	6	6	6	2	2	400	12,500	
3563	Buchanan.....	George W. Logan.....	4	2	2	5	2	2	3	3	0	0	2	2	3	3	535	8,200	
3564	Burlington.....	L. C. Wolfe.....	2	1	0	6	6	3	3	3	0	9	5	9	4	3	800	12,500	
3565	Burlington.....	Clay A. North.....	3	1	0	5	2	2	3	3	0	0	9	5	9	4	400	12,500	
3566	Hurriaps Corners.....	O. F. Norwalk.....	4	2	1	18	11	9	11	7	9	5	9	4	3	2	535	8,200	
3567	Burr Oak.....	Thomas A. Meers.....	2	1	0	9	12	0	2	7	7	7	7	7	0	1	800	12,500	
3568	Byron.....	L. Osborn.....	2	1	1	9	12	0	2	7	7	7	7	7	0	1	535	8,200	
3569	Byron Center.....	J. E. Porter.....	4	2	6	44	48	25	35	22	27	11	13	11	3	8	200	7,600	
3570	Cadillac.....	Clyde W. Overholt.....	3	1	0	11	8	10	7	5	5	5	5	5	7	8	200	255,000	
3571	Calumet.....	C. L. Phelps.....	4	12	24	136	154	101	163	46	74	35	35	35	46	7	203	9,750	
3572	Calumet.....	C. L. Poor.....	4	1	2	4	12	11	11	6	9	1	3	3	1	3	700	17,200	
3573	Carmen.....	W. H. Bath.....	4	1	1	7	10	8	9	3	3	6	3	6	1	2	340	12,000	
3574	Capac.....	J. G. Schaefer.....	3	1	1	5	12	6	6	4	3	3	4	3	3	1	1,500	25,495	
3575	Carleton.....	Mrs. E. C. Dunning.....	4	3	3	23	38	19	33	13	26	4	9	3	6	1	1,500	25,495	
3576	Caro.....	Miss Myrtle Cresser.....	4	1	2	9	7	4	4	5	4	5	5	5	8	1	150	4,500	
3577	Carson City.....	Robert Brown.....	2	1	1	5	5	5	4	2	2	2	1	1	1	4	237	8,300	
3578	Carsonville.....	E. J. Hubbard.....	4	1	1	15	36	15	35	5	18	6	12	6	4	0	482	10,000	
3579	Cass City.....	Miss Mabel Saxton.....	4	2	3	15	17	10	9	4	4	8	9	8	2	2	1,000	23,000	
3580	Cass City.....	Miss Hazel Hale.....	4	1	2	6	18	4	10	2	8	1	2	1	0	150	31,000		
3581	Cedar Springs.....	Miss Charlotte Carr.....	4	1	2	8	9	7	6	4	3	4	1	4	2	0	765	77,000	
3582	Cedarville.....	Miss Hazel Pell.....	4	1	2	8	9	7	6	4	3	4	1	4	2	0	765	77,000	
3583	Central Lake.....	Ray L. Wise.....	4	2	4	27	21	13	27	14	17	13	8	7	3	1,000	20,000		
3584	Charlevoix.....	Fordyce B. Wiley.....	4	4	3	36	54	11	23	16	17	6	15	5	8	1	1,000	32,500	
3585	Cheboygan.....	Miss Emma M. Wines.....	4	1	5	29	22	20	16	11	16	13	16	13	3	5	1,000	19,000	
3586	Cheboygan.....	Miss Lillian E. Howard.....	4	2	2	14	18	11	7	2	6	6	8	6	8	1	1,050	19,000	
3587	Chesaning.....	A. G. Molen, supt.....	4	1	3	20	30	13	25	6	7	3	10	3	10	1	300	15,500	
3588	Chesaning.....	F. E. Molen, supt.....	4	1	3	20	30	13	25	6	7	3	10	3	10	1	300	15,500	
3589	Clarkston.....	Frank E. W. Hale.....	2	1	0	2	5	2	3	3	4	5	4	2	3	25	1,350	15,500	
3590	Clarkston.....	Union School.....	2	1	0	2	5	2	3	3	4	5	4	2	3	25	1,350	15,500	
3591	Clarkston.....	Graded High School.....	2	1	0	2	5	2	3	3	4	5	4	2	3	25	1,350	15,500	

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
MICHIGAN—contd.																				
3895	High School.	D. C. Bowen.	Dist.	2	1	1	7	10	4	5	.....	.....	.....	.....	4	5	1	0	600	\$1,525
3896	Clifford.	Claude C. Callan.	do.	2	1	0	4	5	1	1	.....	.....	.....	.....	4	1	0	1	156	1 175
3897	Climax.	Charles F. Otto.	do.	4	1	1	1	6	5	7	3	4	3	4	2	4	1	3	369	650
3898	Clinton.	Miss Helen Yates.	do.	4	2	2	16	14	9	16	6	9	8	6	8	5	2	0	929	20,200
3899	Clio.	E. R. Nethercott.	do.	4	1	2	11	12	2	7	6	3	3	3	2	1	0	500	76,000	
3900	Coldwater.	Percy Howe.	Dept.	4	3	6	58	32	36	18	22	19	23	18	23	8	6	600	18,700	
3901	Coleman.	Miss Agnes Menerey.	Dist.	4	1	2	12	18	5	11	4	13	4	2	4	1	1	0	325	6,300
3902	Coloma.	H. E. Stearns.	do.	4	1	2	12	17	8	11	9	1	6	3	4	1	1	4	600	30,600
3903	Colon.	Miss Nita L. Butler.	do.	4	2	1	8	15	6	3	6	2	3	9	3	9	3	1	700	2,100
3904	Columbaville.	J. A. Woodruff.	do.	4	1	1	9	9	10	1	4	4	1	1	1	1	0	1,000	2,900	
3905	Concord.	Shirley L. Owens.	do.	4	1	1	10	7	2	9	2	12	5	8	5	8	1	3	297	27,500
3906	Constantine.	Miss Hazel Stanton.	do.	4	1	2	13	19	10	10	2	6	15	6	14	2	3	641	20,700	
3907	Coopersville.	Asa E. Tolly.	do.	4	1	3	5	14	6	12	5	6	4	4	6	4	5	300	43,000	
3908	Cortuna.	Miss Helen J. Perry.	do.	4	1	3	5	14	6	12	5	6	4	4	6	4	5	350	37,500	
3909	Croswell.	George F. Manning.	do.	4	2	3	12	14	9	14	14	13	4	1	2	1	2	1	4,700	97,000
3910	Crystal Falls.	Edward P. Crain.	Twp.	4	5	3	19	31	13	25	9	18	2	18	2	15	1	5	4,700	97,000
3911	Daggett.	Cleora Clark.	do.	2	1	0	4	6	0	0	2	1	3	2	0	1	1	1	1,500	
3912	Dansville.	D. W. Duguid.	Dist.	4	1	0	7	5	3	2	2	1	3	2	3	2	1	0	300	3,800
3913	Davison.	Miss Lucile Culbertson.	do.	4	1	2	13	16	7	8	2	5	5	3	5	3	3	0	250	15,350
3914	Dearborn.	H. A. Salisbury supt.	do.	4	1	1	8	13	4	6	3	2	6	4	5	4	0	1	320	28,070
3915	Decatur.	E. R. Washburn.	do.	4	1	3	7	16	13	15	3	6	4	11	4	8	4	6	500	52,000
3916	Decker.	Miss Genevieve A. Hal- liday.	Twp.	4	1	4	19	14	4	4	3	5	5	3	3	4	2	250	16,300	
3917	De Tour.	Benjamin Boetuk.	do.	2	1	0	6	3	6	2	.....	.....	.....	.....	0	4	0	4	241	6,000
3918	Detroit.	Benjamin F. Combert.	Dept.	2-4	12	19	212	226	69	56	16	20	12	12	11	8	4	2	897	555,000
3919	do.	David Mackenzie.	do.	4	33	65	598	645	274	351	269	268	220	298	210	214	89	42	6,000	1,265,000
3920	do.	William Lightbody.	do.	4	2	7	15	24	8	10	7	6	1	4	1	3	1	3	400	1,350
3921	do.	J. Remsen Bishop.	do.	4	12	29	350	348	99	114	70	92	79	109	62	66	33	21	2,411	303,300
3922	do.	Frank Cody.	do.	4	3	6	37	31	17	11	13	6	6	4	4	4	4	2	600	66,000
3923	do.	Wm. A. Morse.	do.	4	16	25	219	198	81	124	51	61	41	66	30	63	2	1	4,200	325,000
3924	Dexter.	Miss Z. A. McManus.	Dist.	4	1	3	9	10	15	8	12	13	3	13	2	13	2	5	1,096	20,300

3624	Dollar Bay...	Miss Charlotte Epstein	Tw...	4	1	4	13	12	16	7	0	3	3	1,440
3625	Dryden...	Thomas B. Daine	Dist...	4	1	2	4	2	4	2	3	2	3	1,000
3626	Dunder...	H. F. McCluskey	do...	2	1	0	4	2	4	2	3	2	3	300
3627	Dunder...	H. H. Stott	do...	4	2	8	13	10	11	3	0	4	1	478
3628	Dunder...	Miss Ruth Jelleb...	do...	4	2	18	23	9	18	3	0	4	1	1,200
3629	Durand...	Robert D. Helbach...	do...	4	1	4	8	7	6	10	3	1	7	2,000
3630	East Jordan...	Miss Mina C. Hamilton	do...	4	1	4	2	4	6	8	1	7	1	300
3631	East Tawas...	G. C. White	do...	4	2	32	18	11	13	10	7	1	13	490
3632	Eaton Rapids...	E. C. Ruthford	do...	4	4	18	23	9	18	3	0	4	8	400
3633	Eau Claire...	Ernest M. Vrombon	do...	4	1	0	7	4	6	5	1	6	3	400
3634	Edmore...	C. L. Pemberton	do...	4	1	15	8	15	8	1	3	5	0	210
3635	Edwardsburg...	Miss Laura J. Huggart	do...	4	1	5	6	5	8	1	3	5	0	100
3636	Elk Rapids...	Miss Edna M. Evans	do...	4	2	3	17	12	5	12	7	20	3	1,840
3637	Elkton...	A. D. Jones	do...	4	1	2	0	6	4	2	4	1	4	400
3638	Empire...	Miss Lotta E. Hall	do...	4	1	15	15	8	9	7	7	4	5	270
3639	Esauville...	F. R. MacKenzie	do...	4	1	6	4	6	8	6	3	2	5	514
3640	Escanaba...	Miss Mennie Phillips	Dist...	4	4	13	69	79	47	32	41	53	29	1,398
3641	Essex...	J. F. McKeehan	Tw...	4	3	2	6	20	6	20	8	6	3	2,600
3642	Ewen...	H. F. Goodrich	Dist...	4	2	3	15	15	10	12	9	14	3	1,600
3643	Farmington...	C. M. Campbell	Tw...	4	1	6	6	7	6	4	2	1	4	500
3644	Farwell...	Miss Helen L. Wood	do...	4	1	15	10	4	2	0	4	2	4	200
3645	Fenton...	W. C. Willard	do...	4	3	30	21	6	8	2	2	12	17	2,438
3646	File Lake...	Roland W. Sprinkle	do...	2	1	0	4	2	3	1	0	5	0	408
3647	Flint...	Clifford G. Wade	Dist...	4	14	86	142	61	72	63	88	40	34	1,500
3648	Flint...	Wm. S. Goudy	Dist...	4	2	19	14	11	8	8	6	3	5	926
3649	Fowlerville...	Miss Idaline Webb	do...	4	2	18	21	3	16	4	5	6	8	280
3650	Frankfort...	Chas. A. Everest	Tw...	4	2	18	27	8	14	7	10	4	9	1,300
3651	Frankfort...	J. E. Whitcomb	Dist...	4	2	4	9	7	5	1	0	0	1	500
3652	Freemont...	E. H. Babcock	do...	4	2	4	9	7	5	1	0	0	1	8,700
3653	Freemont...	W. L. Wardell	do...	4	2	10	11	9	5	13	22	8	18	16,200
3654	Fruitport...	A. J. Birdsell	do...	2	1	0	5	2	4	3	0	2	0	200
3655	Fruitport...	Geo. W. Hackney	do...	4	1	1	4	16	4	5	0	4	0	3,860
3656	Gagetown...	Wm. R. Huber	do...	4	1	10	9	7	3	7	3	7	2	50
3657	Galesburg...	William Ochs	do...	4	1	14	14	0	3	6	3	0	3	200
3658	Gallen...	Miss Ruby Carlton	do...	4	1	11	9	17	10	14	4	2	3	700
3659	Gallons...	Miss Katharine Short-	do...	4	1	29	23	12	15	10	5	15	4	887
3660	Gladstone...	Miss Myrtle D. Black	do...	4	2	13	20	7	23	5	8	4	6	1,000
3661	Gladstone...	John J. Danhof, Jr.	Dist...	4	2	6	15	25	20	16	24	13	1	200
3662	Grand Haven...	Jonas Sawdon	Dist...	4	2	4	20	24	12	16	3	13	2	90,400
3663	Grand Ledge...	Jesse B. Davis	Dist...	4	2	15	25	20	16	24	3	13	2	444,000
3664	Grand Rapids...	Albert Jennings	Dist...	4	19	38	291	215	160	119	133	93	148	5,940
3665	Grand Rapids...	A. W. Glas, supt.	Dist...	3	7	76	72	56	53	40	38	32	29	2,482
3666	Grandville...	D. J. Crawford	Dist...	4	1	2	6	8	6	3	4	3	3	20,150
3667	Grant...	A. W. Glas, supt.	Dist...	4	1	0	2	7	0	3	0	4	0	150
3668	Grass Lake...	Miss Essie Knight	do...	4	1	3	13	12	9	11	6	13	0	950
3669	Grass Lake...	Clayton A. Whitney	do...	4	1	3	10	15	1	16	6	8	5	15,500
3670	Grayling...	Miss Mary E. Fish	do...	4	1	6	20	20	16	18	13	14	6	22,000
3671	Greenville...	F. P. Lamont	do...	4	1	1	8	10	2	6	8	3	1	65,700
3672	Ilanover...	Miss Erta Curtis	do...	4	1	1	8	10	2	4	6	8	3	2,500
3673	Harbor Beach...	Miss Erta Curtis	do...	4	1	1	10	17	10	8	6	1	5	620
3674	Harriette...	Lloyd Carter	do...	2	1	3	5	3	1	2	8	1	1	32,000

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MICHIGAN—cont'd.																					
3975	High School	D. G. Sweet	Dist.	4	2	1	3	5	8	10	3	2	2	4	2	4	...	...	675	\$10,500
3976	do	G. S. Foster	do.	4	1	2	14	25	9	19	8	10	7	6	3	6	3	0	830	16,500	
3977	do	William T. Wallace	do.	4	4	4	35	49	16	21	26	34	9	30	9	30	...	...	2,500	...
3978	do	Miss Ethel Taylor	do.	4	1	1	8	9	2	7	0	6	2	3	2	3	...	...	250	11,000
3979	do	H. U. Baker	do.	4	1	1	6	6	2	4	4	4	2	2	4	1	2	0	...	...
3980	Normal School	T. Ben Johnston	do.	2	1	0	3	5	4	5	...	...	...	...	...	...	...	...	200	16,000
3981	High School	D. G. Clancy	Dist.	4	4	0	42	33	38	35	34	37	31	27	30	25	10	10	...	...
3982	do	Miss Mabel Witzel	Dist.	4	1	2	11	17	12	13	5	12	5	12	3	3	2	4	...	...
3983	do	Miss Frances Curry	do.	4	1	2	19	12	7	10	7	10	3	6	3	6	2	4	...	...
3984	do	S. D. Kelley	Dist.	4	6	6	40	54	35	45	16	16	12	14	12	13	17	13	104,000	...	
3985	do	Miss Alice E. Johnson	Dist.	4	2	4	22	33	11	24	13	18	12	14	12	13	...	...	1,252	11,400
3986	do	John W. Reddout	do.	3	1	0	5	8	2	5	4	...	...	...	...	...	...	...	202	65,125
3987	do	J. F. Riemann	do.	4	4	3	40	38	23	22	21	23	11	22	11	22	7	15	500	27,000	
3988	do	E. E. Irwin	do.	4	1	3	19	21	14	16	7	9	7	8	6	7	4	5	600	31,200	
3989	do	Geo. B. Williams	Dist.	4	3	4	30	20	34	10	13	1	14	1	12	1	9	1,500	51,500	...	
3990	do	J. F. Reed	do.	4	2	9	47	59	22	37	20	35	19	17	18	16	11	7	350	61,000	
3991	do	A. H. Carr	do.	4	2	1	5	16	8	12	7	8	2	2	2	2	1	0	400	1,800	...
3992	do	C. H. Downman	Two	4	10	12	68	64	50	70	22	28	21	47	21	47	12	20	2,000	31,200	...
3993	do	Paul Barber	Dist.	4	2	5	30	32	18	24	19	15	19	11	7	6	2	2	1,600	162,000	...
3994	do	Edward O. Marsh	Dist.	4	8	12	77	80	70	90	45	60	20	30	16	25	10	12	4,700	6,300	...
3995	do	Ira W. Wertenberger, supt.	Dist.	4	1	0	3	11	1	1	2	1	0	3	0	3	0	1	125
3996	do	Volney Stuck, supt.	do.	4	1	3	16	11	15	18	9	4	6	9	6	9	4	3	280	100,000	...
3997	do	Louis B. Fritts	Dist.	2	2	7	32	50	16	19	...	...	...	...	...	...	...	59	100,000	...
3998	do	Danforth R. Thomas	do.	2	2	7	38	56	16	19	...	...	...	...	...	...	...	280	75,500	...
3999	do	J. A. Starkweather	do.	2	2	4	42	46	18	21	...	...	...	...	...	...	...	400	107,000	...
4000	do	Frank Jensen	Dist.	4	2	2	6	27	9	11	5	7	3	6	1	6	...	...	...	...
4001	do	A. H. Clark	do.	3	1	0	2	6	2	3	...	...	...	...	...	...	...	400	6,400	...
4002	do	B. H. McComb	do.	3	1	2	8	15	2	7	4	3	...	...	...	...	...	...	...	...
4003	do	Miss Lena Munn	do.	4	1	1	2	7	1	8	4	6	3	2	2	2	1	0	271	6,500	...
4004	do	M. R. Keyworth	do.	4	1	2	14	17	5	6	6	7	2	9	1	9	0	1	200	19,200	...

4003	Lake Linden.	do.	H. D. Lee.	do.	4	4	6	31	15	32	13	20	8	6	3	11	8	0	1,380
4004	Lake Oakes.	do.	Rev. E. W. White.	do.	4	2	2	10	17	10	10	8	17	9	17	9	3	0	410
4005	Lakeview.	do.	A. E. Cook.	do.	4	2	2	10	22	0	10	8	17	9	17	3	2	15,300	
4006	L'Anse.	do.	Levi G. Christman.	Twp.	4	7	12	131	130	65	71	51	65	25	40	25	45	240	
4007	Laurens.	do.	N. B. Sloan.	Dist.	4	2	2	10	13	6	4	9	6	7	8	7	8	80,400	
4008	Lawrence.	do.	F. Z. Donovan.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	27,000	
4009	Lawson.	do.	F. Z. Murphy.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4010	Le Roy.	do.	Miss C. Douglas.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4011	Le Roy.	do.	Clarence Villet.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4012	Lexington.	do.	Leroy Dietz.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4013	Lexington.	do.	John L. Kraft.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4014	Lexington.	do.	F. A. Wood.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4015	Lisbon.	do.	Miss Grace R. Payne.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4016	Litchfield.	do.	E. J. Bishop.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4017	Lowell.	do.	Miss Kathryn M. Stearns.	Dist.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4018	Ludington.	do.	H. G. Avery, suppl.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4019	Lyons.	do.	Miss Katharine Murook.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4020	McBain.	do.	Jay E. Partridge.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4021	McBrides.	do.	Robert N. Kennedy.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4022	Mackinac Island.	do.	A. B. Wickert.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4023	Mackinaw.	do.	Miss Marie K. Krechdoer.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4024	Mackinaw.	do.	Lewis Reichle.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4025	Manchester.	do.	Miss Georgia Newell.	Dist.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4026	Manistique.	do.	Vernon Sawyer.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4027	Manton.	do.	Edmund Schoetow.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4028	Maple Rapids.	do.	A. A. Bennett.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4029	Marcellus.	do.	Miss Alberta E. Chase.	Dist.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4030	Marion City.	do.	Hiram H. Chapman.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4031	Marion.	do.	J. H. McNeel.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4032	Marquette.	do.	G. C. Bartow.	Dist.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4033	Marquette.	do.	Stanley I. Tice.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4034	Marshall.	do.	Miss Grace Heitsch	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4035	Mason.	do.	(1912).	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4036	Mason.	do.	Alvin W. Sayre.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4037	Maybee.	do.	W. M. Herald, suppl.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4038	Mayville.	do.	H. F. Lewis.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4039	Memphis.	do.	Miss Grace M. Olmstead.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4040	Mendon.	do.	T. A. Humbert.	Dist.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4041	Menominee.	do.	J. F. Wojta.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4042	Menominee Co. Agr. Sch.	do.	Frank J. Perrine.	County.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4043	Metamora.	do.	Miss Corabel K. Harwood.	Dist.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4044	Michiganme.	do.	Miss Mabel Kelly.	Twp.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4045	Middleville.	do.	Miss Susan Glass.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4046	Midland.	do.	Miss Deryl Kelgen.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4047	Milan.	do.	Lee H. Raruncman.	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4048	Millford.	do.	(1912).	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4049	Millersburg.	do.	(1912).	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	
4050	Millington.	do.	(1912).	do.	4	2	2	10	13	6	4	9	6	7	8	7	8	15,000	

Changed from 3-year to 4-year course since 1911.

Changed from 2-year to 3-year course since 1911.

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates pre- pared for college.		Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MICHIGAN—contd.																					
4051	Monroe.....	J. H. Moeller.....	Dept.....	4	3	5	29	41	21	15	16	15	22	9	19	8	2	2	600	18,000	
4052	Montague.....	E. J. Leddick.....	Dist.....	4	1	1	2	9	5	6	4	9	0	4	0	3	0	3	420	25,000	
4053	Montrose.....	John L. Riegler.....	do.....	4	1	0	4	6	1	4	4	4	0	4	0	4	1	2	100	4,200	
4054	Morand.....	L. C. Coffin.....	do.....	4	1	3	13	15	13	6	8	12	8	10	7	9	4	1	500	41,000	
4055	Morley.....	G. V. Townley.....	do.....	4	2	1	3	7	5	3	3	3	2	10	5	3	4	0	300	3,300	
4056	Morrice.....	C. H. Teague.....	do.....	4	2	1	3	6	2	8	2	7	2	10	1	2	1	0	60	3,300	
4057	Mount Clemens.....	Chas. E. Le Farge.....	Dept.....	4	3	6	19	40	20	32	13	17	8	3	8	9	4	5	75,000		
4058	Mount Morris.....	Wm. J. Maginn.....	Dist.....	4	1	2	12	6	9	7	5	8	3	2	0	2	0	2	300	8,100	
4059	Mount Pleasant.....	R. G. Sargent.....	Dept.....	4	4	6	32	46	30	25	13	16	22	24	19	18	2	3	1,743	53,000	
4060	Mt. Pleasant.....	Grant W. Busch.....	Dist.....	3	1	0	4	7	3	5	4	2	2	2	4	2	2	1	365	10,100	
4061	Mt. Pleasant.....	L. G. Blackman.....	do.....	2	1	0	1	5	2	2	5	4	2	2	2	5	0	3	275	2,500	
4062	Muskegon.....	Miss Anna Thayer.....	Twp.....	4	2	3	10	14	13	22	4	13	5	6	2	5	6	280	100,000		
4063	Muskegon Heights.....	John B. Cleveland.....	Dept.....	5	9	18	127	101	98	68	49	55	74	116	21	33	1	12	700	137,881	
4064	Napoleon.....	O. S. Brickner.....	Dist.....	3	1	2	12	15	2	4	3	5	4	0	4	5	4	433	27,000		
4065	Nashville.....	E. R. Whitman.....	do.....	4	2	1	18	10	2	7	2	10	5	4	0	4	7	....	552	8,100
4066	Negaunee.....	John E. Erickson.....	Dept.....	4	5	2	37	40	23	26	23	18	4	28	2	20	0	4	800	40,800
4067	New Baltimore.....	W. H. Collier.....	Dist.....	4	1	2	12	14	6	9	3	12	6	5	6	5	0	....	1,328	86,600
4068	New Buffalo.....	Chas. D. Nelson.....	do.....	4	2	1	9	1	4	0	3	1	0	3	0	0	2	....	400	30,500
4069	New Haven.....	S. M. Van Horn.....	do.....	3	1	0	4	3	1	2	6	2	0	0	0	2	0	0	500	5,000	
4070	New Troy.....	E. C. Faulkner.....	do.....	4	1	0	4	19	28	7	24	12	10	2	0	2	0	283	5,300		
4071	Niles.....	V. W. Main.....	do.....	4	1	0	4	39	19	28	7	24	12	10	8	8	5	700	150,500		
4072	North Adams.....	Earl E. Watkins.....	Dist.....	4	2	1	10	10	6	7	9	13	7	4	0	2	0	300	10,000		
4073	Northport.....	Miss Whigene Elliot.....	Twp.....	4	1	1	8	9	7	6	2	12	1	8	1	8	1	450	20,300		
4074	Northville.....	Miss Helen Pearl Bullis.....	Dist.....	4	3	2	10	11	12	12	15	13	11	11	12	11	5	4	700	20,300	
4075	Norway.....	Ferry A. Lutz.....	Dist.....	4	1	6	22	33	12	13	8	15	11	15	10	11	7	9	2,500	32,800	
4076	Oakman.....	R. A. Hickok.....	Dist.....	2	1	0	4	5	2	3	3	5	1	5	2	3	2	1	600	68,000
4077	Olivet.....	S. J. Brainerd.....	do.....	4	1	2	15	11	9	12	8	1	5	5	5	6	3	2	300	10,700	
4078	Omer.....	K. C. Inselman.....	do.....	4	1	0	4	5	3	4	1	1	0	1	0	1	0	1	300	6,150	
4079	Onaway.....	T. E. Johnson.....	do.....	4	2	0	10	12	7	9	1	11	1	8	1	0	1	3	1,200	27,800	

Onetama	Edison T. Baker	1	1	5	12	5	8	3	4	3	8	2	1	7	1	4	1	100
Orion	Miss Florence T. Sealey	4	1	1	7	6	1	6	4	2	3	0	2	4	4	2	400	
Orionville	William E. Knapp	4	1	1	7	6	1	6	4	2	3	0	2	4	4	2	400	
Ossage	Miss Cora Briggs	4	1	1	15	10	15	15	3	8	8	8	8	7	7	6	125	
Ossage	Miss Ruth Eaton	4	2	3	15	10	15	15	3	8	8	8	8	7	7	6	125	
Otter Lake	Raymond H. Foreyth	4	1	0	3	2	3	4	16	14	4	3	0	2	4	4	6	
Ovid	Miss Elvena Hoover	4	1	0	3	2	3	4	16	14	4	3	0	2	4	4	6	
Owosso	W. R. Goodrich	4	3	6	33	10	18	31	37	51	11	3	6	20	11	10	15	
Oxford	Roy K. Nevins	4	2	10	12	60	11	9	13	11	2	5	2	2	3	3	1	
Palmaleside	Mrs. Cora Jeffers	4	2	4	41	25	25	25	25	25	25	25	25	25	25	25	1,800	
Parma	Miss Bertha B. King	4	1	9	9	9	4	18	7	12	7	12	7	12	7	11	3,320	
Paw Paw	Ray S. Dixon	4	2	3	20	14	13	18	7	12	7	12	7	12	7	11	2,500	
Pellston	J. G. Gourlay, supt.	4	1	2	2	14	2	5	1	5	5	5	5	5	5	5	750	
Pentwater	Miss Florence V. Essery	4	1	2	2	14	2	5	1	5	5	5	5	5	5	5	2,800	
Perry	Willard E. Parker	4	1	1	17	9	8	7	3	8	8	8	8	8	8	8	16,800	
Petersburg	L. C. Coffin	4	1	1	17	9	8	7	3	8	8	8	8	8	8	8	12,500	
Pewamo	Carl Blum	4	1	2	0	6	4	0	1	2	1	2	1	1	0	1	600	
Pinkney	H. D. McDougall	4	1	1	8	13	7	9	18	9	1	5	2	7	1	3	9,400	
Plainwell	Miss Ruth Young	4	1	1	8	13	7	9	18	9	1	5	2	7	1	3	376	
Plymouth	Miss Florence E. Newell	4	1	1	17	11	12	28	11	14	1	1	1	10	3	6	340	
Port Austin	A. L. De Greene	4	1	1	5	11	1	1	3	0	1	1	1	1	1	1	350	
Port Huron	Allen Jay Easton	4	1	1	4	1	1	1	1	1	1	1	1	1	1	1	600	
Portland	Miss Elizabeth Strout	4	3	11	4	16	40	13	37	10	7	10	7	6	22	6	4,800	
Port Sanilac	Miss Anna M. Mahon	4	1	4	8	19	8	7	10	7	10	7	10	7	6	4	3,150	
Pottsville	Chesler C. Servance	2	2	0	2	5	5	5	5	5	5	5	5	5	5	5	7,000	
Quincy	J. R. Wilson	4	1	4	24	22	19	22	6	4	5	5	5	12	3	1	800	
Reading	Clark C. Oliver	4	1	4	12	25	5	16	10	12	6	6	6	6	6	6	26,200	
Reed City	Miss Ruth L. Griswold	4	2	2	9	23	13	11	6	7	6	7	6	10	6	8	51,400	
Republic	Ernest Stratton	4	1	1	2	3	1	5	4	2	2	2	2	0	0	0	350	
Richland	W. H. Trafford	4	1	1	2	3	1	5	4	2	2	2	2	0	0	0	8,150	
River Rouge	Miss Clara Crawford	4	4	0	4	16	3	10	3	9	2	5	2	5	2	5	51,000	
Rochester	F. W. Wheaton	4	1	5	4	16	4	2	2	1	1	1	1	3	1	1	1,200	
Rockford	H. D. MacNaughton	4	1	10	15	2	6	10	4	10	4	6	4	6	2	6		

Fifth-year pupils included.

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
MICHIGAN—contd.																				
4133	Saugatuck.....	P. A. Latta.....	Dist.....	3	1	1	7	4	10	5	3	9			3	0	1	0	291	\$2,305
4134	Sault Ste. Marie.....	William Praken.....	Dept.....	4	3	9	58	71	36	84	33	33	17	24	17	24		2,000	66,000	
4135	Schoolcraft.....	H. W. Thoms.....	Dist.....	4	1	2	10	23	8	7	2	3	3	6	13	6	2	3	1,970	24,400
4136	Scottville.....	Miss Emma E. Fisher.....	do.....	4	1	2	18	19	4	14	11	12	7	9	7	9	6	2	625	24,700
4137	Sebewing.....	Elva Cooper.....	do.....	4	1	2	6	8	6	7	2	4	2	6	2	6	2	6	400	35,500
4138	Shelby.....	Edward L. O'Brien.....	do.....	4	1	2	15	18	25	14	10	12	7	6	7	6		731	15,000	
4139	Shepherd.....	Miss Della Bush.....	do.....	4	1	2	16	11	7	10	1	3	5	6	4	9	2	5	357	20,350
4140	Sherman.....	Newton W. Chaffee.....	do.....	3	1	0	2	2	2	0	0	3	3	1	1	1	1	45	2,600	
4141	Sherwood.....	Albert A. Berth.....	do.....	4	1	0	10	9	0	6	4	1	3	4	3	4	1	0	264	2,800
4142	South Boardman.....	David A. Nevers.....	do.....	4	1	0	7	8	5	6	4	1	1	2	1	2		175	5,050	
4143	South Frankfort.....	H. F. Willenhardt.....	Dept.....	2	1	0	2	4	1	2	6						9	2	5	200
4144	South Haven.....	E. G. Pierce.....	Dist.....	4	2	5	43	41	19	36	21	24	7	12	5	9	2	5	400	8,200
4145	South Lyon.....	Rev. W. McCook.....	do.....	4	1	3	9	14	6	6	2	3	2	0	2	6	1	2	413	4,700
4146	Sparta.....	O. E. Rybak.....	do.....	4	1	0	21	27	14	16	7	8	8	6	8	6	0	0	607	35,500
4147	Spring Lake.....	Erbert Winter.....	do.....	2	1	0	4	8	3	2					3	2	1	0	200	10,150
4148	Springport.....	K. Barber.....	do.....	4	2	1	4	10	5	5	3	7	2	5	2	5		1	250	4,250
4149	Stamphigh.....	L. W. Fulton.....	Twp.....	4	2	1	5	10	2	7	0	15	2	4	2	4	2	3	1,607	64,070
4150	Standish.....	Miss E. McBlount.....	Dist.....	4	1	2	13	8	0	7	5	11	1	6	1	6	0	1	625	2,200
4151	Stanton.....	Clarence M. Jennings.....	do.....	4	1	3	10	7	8	10	6	16	2	9	2	8	1	4	1,000	27,000
4152	Sterling.....	Edward D. Gallagher.....	do.....	2	1	0	1	10	2	2	4						4	2	200	10,300
4153	Stevensville.....	M. N. Burger.....	do.....	4	1	1	6	4	2	2	4	2	2	2	2	2	0	2	575	10,300
4154	Sturgis.....	Miss M. A. Watkins.....	do.....	4	1	4	20	25	5	23	1	13	6	14	2	0	2	3	300	4,075
4155	Suttons Bay.....	Henry S. Payne.....	do.....	4	1	1	12	11	5	9	1	3	2	1	2	1	2	1	190	10,200
4156	Tawas City.....	Chas. G. Peabody.....	do.....	3	1	0	4	1	1	1	3	2	0	1	2	0	2	0	300	8,000
4157	Tawas High School.....	Miss Adelaide Wagner.....	do.....	4	2	1	20	22	21	17	17	19	13	12	12	12	5	11	145	13,400
4158	Tecumseh.....	R. E. Smith.....	do.....	4	1	1	7	12	13	8	3	6	2	8	1	1	3	1	100	2,300
4159	Tekonsha.....	Miss Florence Ganiard.....	do.....	4	1	1	6	4	3	8	3	4	1	2	1	2	2	2	288	12,000
4160	Thompsonville.....	W. L. Albert, L. L. R. R. R.....	do.....	4	1	2	20	12	7	11	7	6	3	12	2	14	2	2	2	2,000
4161	Three Oaks.....	Miss B. E. Goldammer.....	do.....	4	1	5	28	16	18	24	15	13	6	10	1	3	1	2	367	56,700
4162	Three Rivers.....	Chas. H. Mann.....	Dist.....	4	1	2	8	6	4											
4163	Trenton.....	Miss Edna A. Clawson.....	Dept.....	4	1	2	3	1	1	1	1	1	1	3	1	3	1	2	700	36,700

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates prepared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.	Second year.	Third year.	Fourth year.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
MINNESOTA—con.																				
4210	Brainerd.....	Leslie C. McCarty.....	Dept.....	4	2	9	45	47	14	32	9	15	5	13	5	13	2	3	3,000	\$7,500
4211	Breckenridge.....	Miss Minnie Rasmus- sen.....	Dist.....	4	1	2	11	22	6	14	3	5	2	5	2	5	1	3	1,100	43,500
4212	Brown Valley.....	H. E. Wolfe.....	do.....	4	2	4	9	11	3	7	3	6	5	8	2	4	1	1	760	61,950
4213	Buffalo.....	Miss Jessie Abbott.....	do.....	4	4	4	11	23	5	5	9	13	8	10	8	10	4	2	200	30,800
4214	Caledonia.....	V. L. Mangum.....	do.....	4	2	3	6	12	3	11	4	11	3	5	3	5	3	2	500	42,000
4215	Cambridge.....	Magnus Ayrum.....	do.....	4	3	3	13	26	14	20	6	7	6	14	2	8	2	0	900	31,000
4216	Canby.....	Miss Abigail Switzer.....	do.....	4	3	3	14	20	10	15	7	18	7	22	4	14	2	6	1,500	37,500
4217	Cannon Falls.....	R. Geiser.....	do.....	4	2	6	14	22	21	23	11	16	11	7	11	7	4	2	1,550	38,500
4218	Cass Lake.....	Miss Alice Pearson.....	do.....	4	4	2	6	10	7	7	5	3	0	5	0	5	0	0	1,350	31,000
4219	Chaska.....	P. J. Butler.....	do.....	4	2	2	13	16	4	3	7	3	0	4	0	3	0	0	500	22,500
4220	Chatfield.....	R. L. H. Lord.....	do.....	4	1	3	9	28	4	11	2	8	2	14	2	14	1	3	1,250	155,000
4221	Chisholm.....	Miss A. Carolyn John- son.....	Dept.....	4	1	3	10	16	5	5	3	6	2	1	2	1	2	0	1,922	53,000
4222	Cloquet.....	F. T. Persinger.....	do.....	4	2	6	29	37	9	28	11	16	12	15	12	15	6	4	850	37,500
4223	Cokato.....	John Munroe, supt.....	Dist.....	4	4	5	15	21	7	8	5	7	24	8	9	5	0	400	1,000	
4224	Coleraine.....	F. C. Hodgson.....	do.....	4	1	3	8	11	5	2	2	5	1	2	1	2	1	1,000	25,200	
4225	Cottonwood.....	J. R. Williams.....	do.....	4	1	2	8	11	5	4	12	5	6	5	4	6	2	2,100	42,100	
4226	Dawson.....	Miss Lucile Cray.....	do.....	4	4	1	5	18	13	17	8	14	5	9	5	9	2	1,133	22,000	
4227	Delano.....	B. M. Cosgrove.....	do.....	4	4	3	8	12	6	6	8	3	4	6	4	6	2	1,133	100,000	
4228	Detroit.....	E. G. Conway.....	do.....	4	4	3	31	49	25	32	11	22	13	21	13	21	4	8	1,200	26,800
4229	Dodge Center.....	Miss Villa M. Harris.....	do.....	4	4	4	19	18	13	11	4	9	5	11	1	1	1	0	1,385	550,000
4230	Duluth.....	Leonard Young.....	Dept.....	4	22	21	273	281	145	204	104	146	52	52	47	54	34	13	2,035	22,500
4231	Eagle Bend.....	J. P. Jensen, supt.....	Dist.....	4	1	2	10	14	5	2	4	6	3	3	3	3	5	0	1,452	45,000
4232	East Grand Forks.....	H. A. Johnson.....	do.....	4	4	1	2	7	10	7	6	9	2	3	2	3	1	5	900	700
4233	Elbow Lake.....	Miss Agnes Nash.....	do.....	4	4	1	1	13	4	6	7	7	8	1	3	5	2	5	700	8,500
4234	Elgin.....	S. West.....	do.....	4	4	1	11	8	0	7	0	9	3	5	4	5	4	3	950	37,800
4235	Elmore.....	C. C. Conser.....	do.....	4	4	1	7	11	10	9	9	12	5	4	3	4	3	0	4,000	110,000
4236	Elk River.....	H. E. Jones.....	do.....	4	4	2	1	4	11	6	8	1	5	4	3	4	2	1	4,000	108,000
4237	Ely.....	R. B. Newman.....	Dept.....	4	4	8	30	34	15	19	9	12	7	4	7	3	0	1	2,389	108,000
4238	Eveleth.....	Arthur M. Cannon.....	do.....	4	3	7	20	23	6	13	7	6	4	11	4	11	0	1	4,000	108,000

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.	Graduates prepared for college.		Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.							
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
MICHIGAN—contd.																				
3975	Harrison	D. G. Sweet	Dist.	4	2	1	3	5	8	10	3	2	2	4	2	4			675	\$10,500
3976	Hartford	G. S. Foster	do.	4	1	2	14	25	9	19	8	10	7	6	7	6	3	0	830	18,500
3977	Hastings	William T. Wallace	do.	4	4	4	35	49	16	21	28	34	9	30	9	30		2,500		
3978	Hesperia	Miss Ethel Taylor	do.	4	1	1	8	9	2	7	0	6	6	2	2	3			250	11,000
3979	Hesperia	H. U. Baker	do.	4	1	1	6	5	2	4	4	4	4	2	4	1				
3980	Hillman	T. Ben Johnston	do.	2	1	0	3	5	2	4	5					2	0			
3981	Hillsdale	D. G. Clancy	Dept.	4	4	4	42	33	38	35	34	37	31	27	30	25	10	10	200	16,000
3982	Holly	Miss Mabel Witzel	Dist.	4	1	2	11	17	12	13	5	12	5	3	7	2	4			
3983	Homer	S. D. Kelley	do.	4	1	2	19	12	7	10	7	10	3	6	3	6	2	4		
3984	Houghton	Miss Frances Curry	do.	4	1	2	49	54	35	45	16	16	17	13	17	13	17		104,000	
3985	Howell	Miss Alice F. Johnson	Dept.	4	2	4	23	23	11	24	13	18	12	14	12	13			1,252	65,125
3986	Hubbardston	John W. Reddout	do.	2	1	0	8	5	2	5	4	0			4	0			202	27,000
3987	Hudson	F. F. Reichen	do.	4	1	4	48	38	23	22	21	23	9	11	22	11	22	7	15	400
3988	Imley City	E. E. Trevelin	do.	4	1	3	19	21	14	16	7	9	7	8	7	4	5	4	5	400
3989	Ionia	Geo. B. Williams	Dept.	4	2	2	20	30	20	24	10	13	1	14	1	12	1	9	1,500	31,200
3990	Iron Mountain	J. F. Reed	do.	4	2	0	47	59	20	37	20	35	19	17	18	16	11	7	350	61,000
3991	Iron River	A. H. Carr	do.	4	2	1	5	15	8	12	7	8	2	2	7	3	1	0	400	1,300
3992	Ipsium	C. H. Dowman	Twp.	4	10	12	68	64	50	70	22	28	21	47	27	47	12	20	2,000	31,200
3993	Ishtecumc	Paul Barber	Dept.	4	2	5	30	32	18	24	19	15	11	7	7	6	3	2	1,600	162,000
3994	Jackson	Edward O. Marsh	Dept.	4	4	8	12	77	89	70	90	45	60	20	30	16	25	10	4,700	162,000
3995	Jerome	Ira W. Wertenberger	Dist.	4	1	0	3	1	1	1	2	1	0	3	0	3	0	1	125	6,300
3996	Jonesville	Volney Stuck, supt.	do.	4	1	3	16	11	15	18	9	4	6	9	6	9	4	3	260	100,000
3997	Kalamazoo	Louis B. Fritz	Dept.	2	2	7	23	16	7	16	8							69	100,000	
3998	do.	Danforth R. Thomas	do.	2	2	4	33	59	16	19								250	75,500	
3999	do.	J. A. Starkweather	do.	2	2	0	42	46	18	21								400	107,000	
4000	Kalamazoo	Frank Jensen	Dist.	4	2	2	2	27	9	11	5	7	3	6	1	6				
4001	Kalamazoo	A. H. Clark	do.	2	1	2	2	6	2	7					2	3			400	6,400
4002	Kingsley	B. H. McComb	do.	3	1	0	3	15	6	7	4	3			4	3	2	0	140	5,500
4003	Lansing	Miss Lena Munn	do.	4	1	2	2	17	1	8	6	7	2	9	2	2	1	0	271	18,200
4004	Lake City	M. R. Keyworth	do.	4	1	1	14	17	5	6	6	7	2	9	1	9	0	1	200	15,200

do.	H. D. Lee.	do.	4	5	20	31	18	32	13	72	8	0	8	0	1,600				
do.	Roy E. Waite.	do.	4	2	10	19	10	17	8	10	8	11	9	11	1,400				
do.	A. E. Cook.	do.	4	2	18	22	6	10	8	17	9	17	9	17	410				
do.	Lewis O. Christman.	Twp.	4	7	13	129	63	71	51	65	25	40	20	42	625				
do.	N. E. Sloan.	Dept.	4	7	13	129	63	71	51	65	25	40	20	42	625				
do.	F. B. Donovan.	do.	4	2	2	10	13	6	9	6	7	8	7	8	4	625			
do.	C. R. Murphy.	do.	4	2	1	15	18	6	13	3	2	1	6	1	5	500			
do.	Miss C. Douglas.	do.	4	1	1	9	9	1	8	6	3	2	2	2	2	85			
do.	Clarence Villet.	do.	4	1	2	20	22	8	10	8	12	6	11	6	11	3	2	1,860	
do.	Leroy Dietz.	do.	4	1	1	3	7	1	2	3	1	0	2	0	2	300			
do.	John L. Kraft.	do.	4	1	1	11	7	6	7	6	6	2	3	2	3	615			
do.	F. A. Wood.	do.	2	1	0	2	4	4	6	6	7	1	5	0	1	210			
do.	Miss Grace R. Payne.	do.	4	1	3	12	15	8	10	7	1	5	0	5	450				
do.	E. J. Bishop.	do.	4	2	3	29	39	21	23	10	13	5	12	4	2,000				
do.	Miss Kathryn M. Sterling.	Dept.	4	2	5	18	26	20	30	17	21	14	22	13	425				
do.	H. G. Avery, supt.	Dist.	4	1	1	3	7	2	6	0	5	4	4	4	438				
do.	Miss Katharine Murock.	do.	4	1	1	6	7	3	5	5	6	1	3	1	100				
do.	Jay E. Partridge.	do.	3	1	0	4	7	3	3	1	8	0	1	8	1,040				
do.	Robert N. Kennedy.	do.	3	2	0	6	7	2	7	1	7	0	0	1	1,040				
do.	A. B. Wickett.	do.	3	2	0	2	10	2	8	1	12	0	12	0	75				
do.	Miss Marie Kirchhofer.	do.	4	1	3	8	9	10	11	12	10	0	10	0	700				
do.	Lewis Ritchie.	Dept.	4	2	6	29	36	18	39	13	16	10	16	10	8	6	300		
do.	Miss Georgia Newell.	Dist.	4	1	3	8	13	9	13	7	5	3	11	3	11	2	10	300	
do.	Vernon Sawyer.	do.	4	1	1	3	5	6	3	1	1	3	7	3	6	1	3	460	
do.	Edmund Schoetow.	do.	4	1	2	9	9	6	8	4	9	3	7	3	6	1	3	460	
do.	A. A. Bennett.	Dept.	4	2	2	12	21	1	9	4	5	3	7	3	7	2	2	1,790	
do.	Miss Alberta E. Chase.	Dist.	4	1	1	4	10	10	10	0	7	1	3	1	3	300			
do.	Hiram H. Chapman.	do.	4	2	2	25	24	7	17	12	18	6	7	6	7	700			
do.	J. H. McNeel.	Dept.	4	2	2	47	77	33	52	20	47	27	37	25	36	4	5	488	
do.	G. C. Barton.	do.	4	2	6	28	32	15	28	29	12	42	5	38	1	7	3,200		
do.	Stanley J. Tice.	Dist.	4	1	2	8	24	6	4	0	4	2	4	1	3	1	1	1	2,000
do.	Miss Grace Heitsch (1912).	do.	4	1	6	28	26	12	15	14	9	7	9	7	9	7	9	7	2,000
do.	Alvin W. Sayre.	do.	3	1	0	3	3	4	2	0	0	0	0	0	0	207			
do.	W. M. Herald, supt.	do.	4	1	2	13	12	6	11	9	13	7	16	6	4	1	200		
do.	H. P. Lewis.	do.	4	1	1	16	15	3	3	10	8	9	8	9	8	200			
do.	Miss Grace M. Olmstead.	do.	4	1	3	5	8	10	11	7	3	2	9	2	9	2	7	180	
do.	T. A. Humbert.	Dept.	4	5	9	41	59	34	65	22	23	21	32	20	32	15	10	4	3,000
do.	Menominee Co. Agr. Sch.	County.	2	3	3	17	18	7	10	1	1	2	7	10	0	1	0	350	
do.	Union School.	Dist.	3	1	0	6	5	1	9	1	2	1	1	1	1	1	0	300	
do.	Metamora.	do.	4	1	1	5	9	1	10	1	11	1	5	1	5	300			
do.	Michigamme.	Twp.	4	1	1	5	9	1	10	1	11	1	5	1	5	300			
do.	Miss Corabel K. Harwood.	do.	4	1	2	11	19	2	14	5	7	3	3	3	3	500			
do.	Miss Mabel Kelly.	Dist.	4	1	6	26	50	10	7	18	27	13	16	12	15	6	5	275	
do.	Miss Susan Glass.	do.	4	1	2	9	11	6	6	8	7	10	7	10	0	3	25,300		
do.	Miss Beryl Kelgen.	do.	4	1	3	13	11	12	14	5	9	6	8	6	8	6	7	700	
do.	Lee H. Barnum.	do.	2	1	0	2	2	1	6	1	6	1	2	1	2	1	0	21,000	
do.	C. H. Runciman.	do.	4	1	2	17	19	10	4	10	6	12	5	12	5	378	15,200		

* Changed from 2-year to 3-year course since 1911.

* Changed from 3-year to 4-year course since 1911.

* Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MICHIGAN—contd.																					
4051	High School.....	J. H. Moeller.....	Dept.....	4	3	5	29	41	21	15	16	15	22	9	19	8	2	2	600	\$3,000	
4052	do.....	E. J. Leddick.....	Dist.....	4	1	1	2	9	5	6	4	9	0	4	0	3	0	3	420	25,000	
4053	do.....	John L. Riegle.....	do.....	2	1	0	4	6	1	4					1	4	1	2	100	4,200	
4054	do.....	L. C. Coffin.....	do.....	4	1	0	13	15	6	3	8	12	8	10	7	9			500	41,000	
4055	do.....	G. V. Towlesley.....	do.....	2	1	0	3	7	5	6					5	3		0	60	3,300	
4056	do.....	C. H. Teague.....	do.....	4	1	1	19	3	6	2	2	7	2	10	1	2	4	5	300	7,800	
4057	do.....	Chas. E. Le Farge.....	do.....	4	4	3	19	40	20	32	13	17	8	9	8	9	4		75,000		
4058	do.....	Wm. J. Maginn.....	Dept.....	4	1	2	12	6	9	7	5	8	3	2	3	2	0	2	300	8,100	
4059	do.....	R. G. Swigart.....	Dept.....	4	4	4	32	46	30	25	13	16	22	24	19	18	2	3	1,743	53,000	
4060	do.....	Grant W. Busch.....	Dist.....	2	1	0	4	7	3	5	4	2			4	2			365	10,100	
4061	do.....	L. G. Blackman.....	do.....	3	1	0	1	5	2	5					2	5			275	2,500	
4062	Graded School.....	Miss Ethel C. Lowry.....	Twp.....	4	2	3	10	14	13	22	4	13	5	6	2	5	0	3	280	100,000	
4063	do.....	John B. Cleveland.....	Dept.....	5	5	18	127	101	98	68	49	55	74	116	21	33	1	12	700	137,881	
4064	do.....	Miss Anna Thayer.....	Dist.....	3	1	2	12	15	2	5	1	5			5	4			433	27,000	
4065	do.....	O. S. Baldrick.....	do.....	4	1	1	8	10	2	4	3	6			5	4			552	8,100	
4066	do.....	E. E. Wickham.....	do.....	4	5	2	19	27	28	7	5	10	5	9	4	7			600	40,500	
4067	do.....	John E. Erickson.....	Dept.....	4	4	6	37	40	23	29	23	18	4	28	2	20	0	4	1,328	86,050	
4068	do.....	A. G. Sundell.....	Dist.....	4	4	2	12	14	8	9	3	12	6	5	6	6				400	30,500
4069	Hathaway Institute.....	W. H. Collar.....	do.....	4	1	1	3	4	1	2	6	1	0	3	0	2				500	5,000
4070	do.....	Chas. D. Nelson.....	do.....	4	3	1	6	10	3	9	1	1	0	3	0	1			263	5,500	
4071	do.....	S. M. Van Horn.....	do.....	4	4	5	37	40	23	29	23	18	4	28	2	2			300	3,300	
4072	do.....	F. C. Faulkner.....	do.....	4	1	0	41	39	19	23	7	24	12	0	8	8			200	150,500	
4073	do.....	V. W. Main.....	Dept.....	4	4	2	10	6	7	9	3	7	4	8	5	4	2	0	450	10,000	
4074	do.....	Earl E. Watkins.....	Dist.....	4	2	2	8	9	7	6	2	2	1	1	8	1	7	200	20,300		
4075	do.....	Miss Winogene Ellett.....	Twp.....	4	4	1	10	11	12	13	15	13	12	11	12	11	5	4	700	32,300	
4076	do.....	Miss Helen Pearl Bullis.....	Dist.....	4	3	2	10	11	12	13	15	13	12	11	15	11	7	9	2,500	88,000	
4077	do.....	Perry A. Lint.....	do.....	2	1	0	22	33	12	13	8	15	11	15	2	3	2	1		10,700	
4078	do.....	R. A. Hickok.....	Dist.....	4	1	2	15	1	9	12	8	1	5	5	5	3	2	2	300	300	
4079	do.....	S. J. Brainerd.....	do.....	4	1	0	4	5	2	3					2	3	1		6,150	27,800	
4080	do.....	K. C. Inselman.....	do.....	4	1	2	10	4	3	4	1	1	0	1	0	1	0	1	1,200	27,800	
4081	do.....	T. E. Johnson.....	do.....	4																	

[illegible]

Fifth-year pupils included.

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Volumes in library.	Value of property.			
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.					
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MICHIGAN—contd.																					
4133	Sourthack.	P. A. Latta.	Dist.	3	1	1	7	4	10	5	3	9	17	24	3	8	1	0	201	\$2,305	
4134	South Ste. Marie.	William Pracklen.	Dist.	4	3	9	38	71	36	54	33	33	33	33	17	24	1	0	2,000	60,000	
4135	Schoolcraft.	H. W. Thoms.	Dist.	4	1	2	10	23	8	7	7	3	3	3	6	3	0	3	1,370	24,400	
4136	Scottville.	Miss Emma E. Fisher.	do.	4	1	2	18	19	4	14	11	12	7	9	6	7	0	2	2,025	24,700	
4137	Sebewaing.	Elva Cooper.	do.	4	1	2	0	8	6	7	2	4	2	6	7	0	2	6	430	33,500	
4138	Shelby.	Edward L. O'Brien.	do.	4	1	3	15	18	25	14	10	12	5	6	7	0	7	731	15,000		
4139	Shepherd.	Miss Della Bush.	do.	4	1	2	16	11	7	10	1	3	5	9	4	9	2	5	357	20,350	
4140	Sherman.	Newton W. Chaffee.	do.	3	1	0	2	2	2	6	1	1	1	1	1	1	1	45	2,000		
4141	Sherwood.	Albert A. Newberry.	do.	4	1	0	10	9	0	0	3	3	3	3	4	3	4	0	264	2,800	
4142	South Boardman.	David A. Barber.	do.	4	1	0	7	8	5	2	6	1	1	2	1	2	1	173	5,060		
4143	South Frankfort.	H. F. Willebrandt.	do.	2	1	0	2	1	2	6	1	1	1	1	1	1	1	200	8,200		
4144	South Haven.	E. G. Pierce.	Dist.	4	2	5	43	44	19	36	21	24	7	12	5	9	3	500	31,200		
4145	South Lyon.	Roy W. McCook.	Dist.	4	1	1	9	14	5	6	2	3	3	3	1	2	2	413	4,700		
4146	Sparta.	O. E. Balyeat.	do.	4	1	3	21	27	14	16	7	8	8	6	8	6	0	0	0	0	
4147	Spring Lake.	Edgett Winter.	do.	4	1	1	0	4	8	3	2	1	1	1	1	1	1	0	200	10,150	
4148	Springport.	K. Barber.	do.	4	1	1	4	10	5	2	3	7	2	3	2	3	3	1,303	4,250		
4149	Stambaugh.	L. W. Fulton.	Twp.	4	2	1	5	10	2	7	0	13	2	4	2	4	2	3	0	0	
4150	Standish.	Miss E. McBlount.	Dist.	4	1	2	13	8	0	7	5	11	6	1	6	1	0	1	625	2,200	
4151	Stanton.	Clarence M. Jennings.	do.	4	1	3	10	7	8	10	6	10	2	9	2	8	1	4	1,000	27,000	
4152	Sterling.	Edward D. Gallagher.	do.	2	1	0	1	10	2	4	4	2	2	2	2	4	0	0	200	10,300	
4153	Stevensville.	M. N. Burger.	do.	4	1	1	5	4	2	2	4	2	2	2	2	0	2	0	375	10,300	
4154	Sturgis.	Miss M. A. Watkins.	do.	4	1	4	20	25	5	23	5	13	6	14	6	14	3	300	4,075		
4155	Sunfield.	Henry S. Payne.	do.	4	1	1	12	11	5	9	1	3	2	1	2	1	2	1	180	4,075	
4156	Suttons Bay.	Chas. G. Peabody.	do.	3	1	0	4	1	1	3	2	0	1	2	0	4	2	0	200	10,200	
4157	Tawas City.	Miss Adelaide Wagner.	do.	4	1	2	10	14	13	11	4	8	6	4	4	4	4	2	320	8,000	
4158	Tecumseh.	B. E. Smith.	do.	4	2	4	20	22	21	17	10	13	10	12	12	12	5	11	145	13,500	
4159	Tekamah.	Miss Florence Ganiard.	do.	4	1	1	7	12	13	8	3	6	3	8	1	2	1	2	1	100	2,300
4160	Thompsonville.	W. L. Albert, L.L. Busch.	do.	4	2	0	5	4	3	3	3	4	1	2	1	2	1	0	282	12,000	
4161	Three Oaks.	Miss B. E. Goldammer.	do.	4	1	2	5	12	7	11	7	6	3	12	2	2	2	2	282	12,000	
4162	Three Rivers.	Chas. H. Mann.	do.	4	4	5	29	26	18	24	13	5	16	4	14	4	1	700	35,700		
4163	Trenton.	Miss Edna A. Clawson.	Dist.	4	1	2	5	6	4	5	1	1	1	3	1	3	1	2	35,700		

4164	Tustin	do.	G. V. Pallas	do.	3	1	1	7	10	4	0	2	0	0	10	1	3	1	125	4,240
4165	Union City	do.	Miss Mary E. Campbell	do.	4	2	1	10	16	20	14	6	0	7	9	4	2	1,465	26,500	
4166	Unionville	do.	Miss Nellie E. Minter	do.	4	1	1	10	12	13	14	4	4	4	4	2	0	1,400	14,000	
4167	Utes	do.	L. R. Brink	do.	4	1	1	4	0	1	7	7	0	2	3	2	8	700	20,400	
4168	Vanderbilt	do.	Ray F. Jennings	do.	4	1	0	2	4	7	2	0	1	0	0	0	0	200	4,400	
4169	Vermontville	do.	M. W. Covert	do.	4	2	0	14	12	6	0	0	17	2	8	2	4	400	11,000	
4170	Vernon	do.	Langston J. Archer	do.	4	1	0	1	4	0	1	2	0	0	0	0	0	300	5,700	
4171	Wabash	do.	P. H. Smith, supt.	do.	4	2	1	16	21	0	8	6	0	7	5	7	5	630	60,800	
4172	Wadon	do.	L. W. Brink	Twp.	4	1	1	14	19	5	6	9	7	0	3	3	1	200	86,500	
4173	Wadsworth	do.	Miss C. M. D. Smith	Dist.	4	2	1	15	12	13	12	7	10	6	4	2	1	1,247	12,500	
4174	Wayland	do.	Miss John M. Johnson	do.	4	2	1	9	11	12	17	8	15	7	14	7	14	1,065	38,000	
4175	Wayne	do.	Miss E. Stedman	do.	4	2	0	16	24	2	2	1	2	7	11	2	1	1,438	98,200	
4176	West Branch	do.	W. F. West	do.	2	1	0	6	2	2	1	0	4	2	0	0	0	125	8,700	
4177	Weston	do.	W. S. Cavanaugh	do.	2	1	2	6	14	6	8	4	2	0	0	0	0	185	3,700	
4178	White Cloud	do.	Miss Ruth F. Barron	do.	4	1	2	8	11	5	7	3	11	3	10	1	1	616	19,300	
4179	White Pigeon	do.	Miss Nora A. Kanister	do.	4	1	2	21	25	10	13	5	7	3	11	1	1	700	10,300	
4180	Williamson	do.	Miss G. Hellicks (1911)	do.	4	2	3	8	7	1	6	1	3	1	4	4	0	297	3,100	
4181	Wolverine	do.	H. W. Bryan	do.	4	1	0	13	7	1	7	0	0	0	0	0	0	1,000	124,000	
4182	Woodland	do.	E. O. Chapman	do.	2	1	0	26	25	16	35	5	3	4	5	5	3	1,000	42,000	
4183	Woodville	do.	Miss B. M. Hitchings	Dept.	4	1	6	42	52	30	35	8	14	3	4	5	3	1,000	1,500	
4184	Wyandotte	do.	Frank U. Quillin	do.	4	2	7	30	15	8	14	3	4	5	5	5	3	1,000	1,500	
4185	Yelland	do.	Miss Mary Muller	Dist.	4	1	4	16	10	8	14	4	10	12	8	11	8	1,300	43,000	
4186	Zeeland	do.	Miss Mary Muller	do.	4	1	4	16	10	8	14	4	10	12	8	11	8	1,300	43,000	
4187	Ada	High School	Ingmar Boras	Dist.	4	3	2	14	16	8	14	4	10	12	8	11	8	1,300	43,000	
4188	Adrian	do.	Miss Kathryn Sullivan	do.	4	2	3	12	8	7	14	4	8	2	7	2	7	817	28,800	
4189	Arcy	do.	Miss Melva Collins	do.	4	1	4	10	10	6	7	2	8	9	8	5	1	200	32,800	
4190	Albert Lea	do.	Miss Lina Ojens	Dept.	4	4	8	28	50	18	33	8	17	10	15	15	4	1,700	156,000	
4191	Alden	do.	Miss E. Grace Stinson	Dist.	4	1	1	5	6	6	6	1	2	1	4	1	0	.....	.....
4192	Alexandria	do.	son	do.	4	3	7	32	30	10	26	12	20	9	20	9	18	810	23,000	
4193	Amboy	do.	Miss Fanny G. French	do.	4	1	2	17	11	4	10	1	10	3	1	3	0	387	35,900	
4194	Anandale	do.	R. J. White	do.	4	1	4	10	16	4	8	2	10	3	6	2	4	1,100	64,000	
4195	Anoka	do.	Miss Ethel N. Dix	do.	4	1	3	6	36	47	20	31	14	34	7	19	7	1,060	28,800	
4196	Appleton	do.	F. G. Houle, M. A.	Dept.	4	1	3	24	20	7	9	6	10	3	4	2	3	1,320	20,000	
4197	Argyle	do.	Miss Olive Nordgaard	Dist.	4	2	3	11	14	3	11	8	5	8	3	3	2	1,320	80,600	
4198	Arlington	do.	A. I. Jedlicka, supt.	do.	4	2	3	12	14	4	12	4	2	2	6	4	2	763	24,500	
4199	Atwater	do.	son	do.	4	1	2	3	14	5	6	4	7	8	6	7	6	1,800	31,000	
4200	Austin	do.	Miss Anna Warren	do.	4	2	9	47	67	22	39	15	36	11	25	10	22	961	65,133	
4201	Bacley	do.	Miss Elizabeth M. Fish	Dept.	4	2	1	2	12	6	8	3	7	6	1	0	1	700	18,200	
4202	Barnesville	do.	L. S. Hoy, supt.	Dist.	4	2	1	6	15	4	5	5	8	3	4	3	4	1,060	28,800	
4203	Belle Plaine	do.	Miss Katherine Smith	do.	4	1	2	15	8	2	7	2	1	1	3	1	3	492	24,400	
4204	Bemidji	do.	T. B. Miller	do.	4	1	7	29	38	14	24	0	6	5	7	3	0	900	60,000	
4205	Benson	do.	Miss Eliza S. Lee	Dept.	4	1	5	8	10	3	2	4	16	8	15	4	18	1,200	41,000	
4206	Bird Island	do.	H. S. Hilleboe	do.	4	1	2	9	27	4	16	8	15	4	4	6	3	763	24,500	
4207	Biwabik	do.	Miss Meta B. Ranss	do.	4	1	3	6	10	3	3	2	4	4	6	3	6	1,645	63,507	
4208	Bloomington	do.	O. S. Winterfield	do.	4	1	3	9	13	4	9	1	13	4	3	4	3	1,645	63,507	
4209	Blue Earth	do.	Miss Fanny Bradford	do.	4	2	7	21	36	16	21	11	21	12	14	12	14	2,000	82,000	
4210	Blue Earth	do.	A. C. Tibbets	do.	4	2	7	21	36	16	21	11	21	12	14	12	14	2,000	82,000	

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MINNESOTA—con.																					
4210	Brainerd.....		High School.....		4	2	45	47	14	32	9	15	5	13	5	13	2	3	3,000	\$7,500	
4211	Breckenridge.....		do.....		4	1	11	22	6	14	3	5	2	5	2	5	1	3	1,100	43,500	
4212	Brown Valley.....		do.....		4	2	9	11	3	7	3	6	5	8	2	4	1	1	760	61,950	
4213	Buffalo.....		do.....		4	1	11	23	5	5	9	13	8	10	4	4	2	200	30,800		
4214	Caledonia.....		do.....		4	2	6	12	3	11	4	11	3	5	3	5	3	500	42,000		
4215	Cambridge.....		do.....		4	3	13	26	14	20	6	7	6	14	2	8	2	0	900	31,000	
4216	Canby.....		do.....		4	3	14	20	10	15	7	18	7	22	4	14	2	6	1,500	...	
4217	Canon Falls.....		do.....		4	2	6	14	22	21	23	11	16	11	7	11	7	4	2	1,550	37,500
4218	Cass Lake.....		do.....		4	2	4	10	7	7	5	3	0	5	0	5	0	0	1,250	38,500	
4219	Chaska.....		do.....		4	2	13	16	4	3	7	3	0	4	0	3	0	0	1,500	31,000	
4220	Chatfield.....		do.....		4	1	9	28	4	11	2	8	2	14	2	14	1	3	1,250	22,500	
4221	Chisholm.....		do.....		4	1	10	16	5	5	3	6	2	1	2	1	2	0	1,922	155,000	
4222	Cloquet.....		do.....		4	2	29	37	9	28	11	16	12	15	12	15	6	4	850	53,000	
4223	Colorado.....		School of Agriculture.....		4	5	13	21	7	8	5	5	7	24	8	9	5	0	37,500	...	
4224	Coleraine.....		do.....		4	1	8	8	9	5	2	5	1	2	1	2	1	1	1,000	...	
4225	Cottonwood.....		do.....		4	1	18	11	5	9	4	12	5	6	4	6	4	2	1,000	25,200	
4226	Dawson.....		do.....		4	1	5	18	13	12	17	8	14	5	9	5	9	5	2,100	42,100	
4227	Delano.....		do.....		4	1	8	12	6	6	8	3	4	6	4	6	2	2	1,100	22,000	
4228	Detroit.....		do.....		4	3	31	49	25	32	11	22	13	21	13	21	4	8	1,100	100,000	
4229	Dodge Center.....		do.....		4	1	19	18	13	11	4	9	5	11	5	11	1	0	1,200	26,800	
4230	Duluth.....		Central High School.....		4	22	273	281	145	204	104	146	82	82	47	54	34	13	4,385	550,000	
4231	Eagle Bend.....		do.....		4	1	10	14	5	2	4	9	3	8	3	8	3	2	1,035	22,500	
4232	East Grand Forks.....		do.....		4	1	7	7	10	7	6	9	2	3	2	3	1	0	1,452	...	
4233	Elbow Lake.....		do.....		4	1	7	13	4	6	7	9	1	6	1	5	2	5	900	45,000	
4234	Elgin.....		do.....		4	1	11	8	0	7	0	8	3	5	3	5	2	5	700	8,500	
4235	Elk River.....		do.....		4	1	3	11	10	9	9	12	5	4	5	4	3	0	950	37,800	
4236	Elmore.....		do.....		4	2	4	11	5	8	1	5	4	3	4	3	2	0	4,000	110,000	
4237	Ely.....		do.....		4	4	30	34	15	19	9	12	7	4	7	4	11	0	2,369	108,000	
4238	Eveland.....		do.....		4	3	20	23	6	13	7	6	4	11	4	11	0	1	2,369	108,000	

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Volumes in library.	Value of property.				
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.				Graduates in 1911.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
MINNESOTA—CON.																				
4283	Leveur Center . . .	R. W. Chalgren . . .	Dist.	4	1	2	10	11	5	10	5	5	2	1	2	1	0	1	1,104	\$16,000
4284	Litchfield	S. E. Harris, supt. . .	do.	4	2	6	24	36	21	28	11	19	10	21	10	21	6	4	1,000	46,000
4285	Little Falls . . .	Miss Mabel J. Olsen . .	Dept.	4	4	3	21	55	7	27	10	25	10	15	4	15	4	2	1,525	45,000
4286	Long Prairie . . .	Bret E. Cooley	Dist.	4	1	2	9	12	4	15	2	2	0	6	0	6	5	5	440	40,500
4287	Luverne	John L. Torrens	do.	4	3	4	16	23	15	21	13	22	8	10	8	10	5	1	1,200	40,000
4288	do.	W. H. Destamore . . .	do.	4	3	1	10	12	4	6	2	4	2	2	2	5	1	0	602	20,350
4289	McIntosh	Miss Gertrude Kline . .	do.	4	4	3	16	9	5	7	1	2	4	3	4	3	2	390	15,000	
4290	Mabel	C. Youngquist	do.	4	4	1	10	12	4	6	8	4	5	4	5	5	3	300	21,000	
4291	Madelia	Miss Mary H. Shaw . .	do.	4	1	3	11	16	8	22	8	17	10	16	10	16	3	0	1,500	60,000
4292	Madison	Miss Esther Whitcomb .	do.	4	4	3	6	25	8	21	11	11	30	28	10	15	6	0	1,907	75,200
4293	Mankato	Joseph G. Nerly	Dept.	4	4	3	44	70	40	28	25	39	28	28	28	28	21	7	1,800	179,500
4294	Mapleton	Miss M. Louise Johnson	Dist.	4	4	1	5	13	7	11	4	1	4	2	4	2	4	1	1,000	28,000
4295	Marshall	Miss Edna Lundstrom . .	do.	4	1	5	20	32	17	6	15	5	5	5	5	5	2	1,900	15,650	
4296	do.	Miss Lida McBride . . .	do.	4	1	4	5	10	4	6	1	4	0	9	7	9	3	738	102,500	
4297	Mazeppa	Augustus Hallatone . .	do.	4	1	1	5	10	4	6	1	4	0	9	7	9	3	738	102,500	
4298	Melrose	Anna C. Ryan	do.	4	1	1	5	10	4	6	1	4	0	9	7	9	3	738	102,500	
4299	Milaca	S. E. Tift	do.	4	1	3	23	14	7	9	17	12	3	2	3	2	1	0	531	26,500
4300	Minneapolis . . .	John N. Green	Dept.	4	19	34	286	307	178	238	136	213	129	152	94	127	60	80	5,100	260,000
4301	do.	W. F. Webster	do.	4	13	28	192	231	126	162	49	74	60	73	60	73	30	3,000	304,000	
4302	North High School .	Waldo W. Hobbs . . .	do.	4	12	26	246	280	155	182	108	138	83	111	87	103	28	23	6,700	207,425
4303	South High School .	Joseph Jorgensen . . .	do.	4	11	20	246	237	149	165	67	82	78	62	75	82	30	10	3,300	402,800
4304	do.	A. N. Orlin	do.	4	16	30	225	239	149	224	154	175	97	115	57	115	30	51	1,800	398,000
4305	High School . . .	Arnold Olson, supt. . .	Dist.	4	1	2	10	12	4	6	1	2	4	2	4	2	3	1	250	34,500
4306	do.	Miss Agnes E. Nilsson .	do.	4	1	1	11	29	11	30	7	24	4	10	4	10	1	2	803	60,000
4307	Montevideo . . .	Miss Louise E. Portier .	do.	4	1	2	7	10	7	13	1	9	0	1	9	0	1	3	803	60,000
4308	Montgomery . . .	Miss Louise E. Portier .	Dept.	4	5	3	24	33	16	15	10	9	4	13	4	6	2	1,125	22,000	
4309	Moorhead	Miss Kizzie F. Porter .	Dist.	4	2	1	19	35	4	18	6	2	9	2	9	2	1	2	700	21,200
4310	Morris	Miss Nema M. Jones . .	Dist.	4	1	4	6	5	5	5	3	0	4	13	4	9	2	2	1,125	21,200
4311	Morton	Miss Esther A. Ruffin	do.	4	2	1	6	5	5	5	3	0	4	13	4	9	2	2	700	21,200
4312	Mountain Lake . .	Miss Anna M. Johnson .	do.	4	3	1	12	4	6	4	4	1	5	1	5	1	2	1	1,500	51,500

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teach-ers.				High-school students.								Gradu-ates pre- pared for college.				Volumes in library.	Value of property.	
					Men.		Women.		First year.		Second year.		Third year.		Fourth year.		1911.		Gradu-ates pre- pared for college.				
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			
1	2	3	4	5	6	7		8	9	10	11	12	13	14	15	16	17	18	19	20	21		
MINNESOTA—con.																							
4360	Stillwater.....	E. J. Gasink.....	Dept.....	4	5	7		34	77	19	55	21	39	15	36	14	30	6	9	2,065	\$77,000		
4361	Thief River Falls.....	Miss Louise E. Twinn.....	Dist.....	4	4	6		33	41	12	38	12	16	13	22	13	22	2	2	1,200	36,000		
4362	Tracy.....	Lee Swift.....	do.....	4	4	4		21	22	11	21	5	13	3	15	2	3	6	0	2,000			
4363	Tyler.....	S. B. Erickson.....	do.....	4	2	1		22	7	4	4	1	4	1	1	1	4	1	0	3,000			
4364	Virginia.....	Lafayette Bliss.....	Dept.....	4	4	8		20	30	21	24	16	18	10	11	10	11	1	4	2,000	60,500		
4365	Wabasha.....	Miss Martha Hazard.....	Dist.....	4	1	5		12	18	14	10	6	8	9	6	3	6	0	0	1,350	57,500		
4366	Wadena.....	E. T. Carroll.....	do.....	4	2	4		18	16	10	11	2	3	4	8	12	3	0	1	1,350	1,500		
4367	Warren.....	Miss Amy Berg.....	do.....	4	2	4		4	18	5	8	1	9	4	12	5	14	4	1	2,000	55,000		
4368	Waseca.....	Mrs. T. B. Hartley.....	do.....	4	1	5		10	15	11	14	0	18	5	14	5	16	3	1	400	46,000		
4369	Waterville.....	Miss Ella C. Blanchard.....	do.....	4	1	2		9	11	4	7	9	8	5	6	5	6	4	5	2,000	55,000		
4370	Welcome.....	Miss Violet S. Hoovel.....	do.....	4	1	2		7	12	5	5	1	2	2	2	2	2	2	2	850	25,150		
4371	Wells.....	Chas. E. Young, supt.....	do.....	4	4	8		18	27	5	20	7	15	8	10	8	10	5	5	1,250	44,000		
4372	Westbrook.....	C. E. Campion.....	do.....	4	1	2		6	10	2	7	5	10	0	2	4	0	0	1	600	21,000		
4373	West Concord.....	D. Edward Hickey, supt.....	do.....	4	2	2		9	9	7	7	5	10	0	2	8			1,000	25,750			
4374	Wheaton.....	Miss Kate E. Phillips.....	do.....	4	3	3		10	20	8	15	3	9	6	12	5	11	2	4	1,000	35,000		
4375	White Bear Lake.....	Miss A. A. Stough.....	do.....	4	0	3		12	29	7	5	4	2	1	3	1	3	1	1	800	45,000		
4376	Willmar.....	G. A. Foster.....	Dept.....	4	2	7		25	45	14	24	12	24	15	26	14	16	8	2	1,650	63,000		
4377	Willow River.....	A. L. Gilles.....	Dist.....	2	1	1		3	6	0	2					0	0			350	4,800		
4378	Winom.....	Miss Anna Bernard.....	do.....	4	2	3		20	34	14	24	12	12	5	4	8	9	3	1	2,300	71,000		
4379	Winnebago.....	Miss Lucella Hightshoe.....	do.....	4	2	3		13	33	10	13	12	11	8	9	3	3	3	1	1,280	36,000		
4380	Winona.....	Jos. V. Voorhees.....	Dept.....	4	4	6		39	99	51	78	37	56	38	47	36	47	20	23	1,800	79,000		
4381	Winthrop.....	P. R. Johnson.....	Dist.....	4	1	2		17	14	5	8	10	3	9	5	8	9	5	2	1,191	52,000		
4382	Worthington.....	Miss Anna N. Nyquist.....	do.....	4	2	5		24	26	14	23	7	13	10	13	10	13	7	3	1,600	48,000		
4383	Zumbrota.....	Miss Clara Ferguson.....	do.....	4	1	2		16	12	7	14	6	10	7	11	7	10	3	2	800	52,000		
MISSISSIPPI.																							
4384	Aberdeen (R. F. D. 2).....	J. I. Dabbs.....	Dist.....	2	1	1		8	8	1	0									200	1,550		
4385	Amory.....	J. C. Meadows.....	do.....	4	2	2		15	24	9	12	6	9	3	4		4	1	3	500	21,650		

Age	Arm (R. F. D. 1)	School	Teacher	County	Dist.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
4361	Arm (R. F. D. 1)	Bourbon High School.	Walter L. McGeeby	County	District	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
4362	Arm (R. F. D. 1)	High School.	H. C. Sheldahl.	County	District	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
4363	Arm (R. F. D. 1)	Good Hope Graded School.	B. F. Jordan.	County	District	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
4364	Arm (R. F. D. 1)	Jasper County Agr. H. S.	W. S. Whittleston.	County	District	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
4365	Arm (R. F. D. 1)	High School.	R. J. Baxter.	County	District	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	4																																																											

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.			Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
MISSISSIPPI—CON.																				
4435	Hollandale.....		High School.....																	
4436	Holly Springs.....		do.....																	
4437	Houston.....		do.....																	
4438	Inza.....		do.....																	
4439	Jackson.....		do.....																	
4440	Kossuth.....		Alcorn Co. Agr. H. S.....																	
4441	Laurel.....		High School.....																	
4442	Leake.....		Leake Co. Agr. H. S.....																	
4443	Lexington.....		High School.....																	
4444	Liberty.....		do.....																	
4445	Louisville.....		do.....																	
4446	Louisville.....		Training School.....																	
4447	Lucedale.....		High School.....																	
4448	Lumberton.....		do.....																	
4449	McComb.....		do.....																	
4450	McCook.....		do.....																	
4451	McHenry.....		do.....																	
4452	Maben.....		do.....																	
4453	Madison.....		do.....																	
4454	Madison.....		Graded and H. S. No. 2 (negro)																	
4455	Madison Station.....		High School.....																	
4456	Magnolia.....		do.....																	
4457	Mendenhall.....		do.....																	
4458	Meridian.....		do.....																	
4459	Meridian.....		Wechsler Graded School																	
			(negro).....																	
4460	Monticello.....		High School.....																	
4461	Mount Point.....		Central High School.....																	
4462	Mount Olive.....		Graded School.....																	
4463	Mount Olive (R. F. D.).....		Gilmer High School.....																	

[illegible]

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
MISSOURI.																				
4513	High School.	W. T. Hoover.....	Dist.....	4	1	2	18	20	12	4	7	2	6	5	6	5	1	1	1,050	\$23,000
4514	do	R. E. Holman.....	do.....	3	1	1	8	10	2	9	2	2	2	2	2	2	1	1	1,050	23,000
4515	do	J. F. Thornton.....	do.....	4	1	3	22	33	8	9	9	7	9	14	0	4	8	7	50	2,020
4516	do	Vern N. Cornelius.....	do.....	2	1	0	6	3	1	4	4	4	4	4	0	4	4	300	10,050	
4517	do	E. L. Christensen.....	do.....	2	0	1	12	8	4	12	4	4	4	4	1	1	1	96	4,200	
4518	do	Aria Daniel.....	do.....	2	0	1	10	8	1	5	4	4	4	4	1	1	1	100	5,100	
4519	do	J. L. Gallatin.....	do.....	2	1	0	10	13	0	4	4	12	4	4	4	12	1	2	450	3,700
4520	do	S. E. Lightcap.....	do.....	3	1	1	22	14	6	8	5	12	4	3	2	4	2	300	1,175	
4521	Franklin High School.	O. G. Sanford.....	do.....	3	2	0	1	6	4	3	2	4	4	4	2	4	1	113	4,500	
4522	do	B. W. Collins.....	do.....	3	1	0	5	16	2	3	2	10	4	4	2	9	1	250	6,500	
4523	High School.	J. A. Bloomer.....	do.....	3	1	0	6	16	2	3	0	0	0	0	2	2	3	250	6,500	
4524	do	G. T. Porter.....	do.....	3	1	0	9	7	4	4	17	4	4	4	2	8	4	151	8,100	
4525	do	O. A. Hutton.....	do.....	3	1	0	27	39	13	33	17	14	10	13	3	9	4	300	8,000	
4526	do	A. M. Fourt.....	Dept.....	3	3	3	6	12	8	6	5	2	2	2	5	2	0	220	2,800	
4527	do	W. S. Hopkins.....	Dist.....	3	1	0	9	10	2	2	2	2	2	2	2	2	0	80	8,100	
4528	do	F. C. Irion.....	do.....	3	1	0	9	11	1	6	4	4	4	4	2	4	4	0	230	1,200
4529	do	S. D. Kerna.....	do.....	3	1	0	10	11	1	5	4	4	4	4	0	3	0	1	230	1,200
4530	do	William R. Lowry.....	do.....	2	1	0	7	11	1	5	4	4	4	4	0	3	0	1	325	10,400
4531	do	F. M. Dumm (1912).....	do.....	4	4	1	2	10	13	8	4	6	8	5	8	2	1	2	3,000	4,000
4532	do	Miss Martha Singleton.....	do.....	4	4	3	25	41	14	16	7	0	2	3	10	4	10	4	3,000	4,000
4533	do	Miss Edith Eborn.....	do.....	4	1	2	6	14	4	4	4	0	2	3	1	2	1	1	850	15,200
4534	do	F. F. McCrackey.....	do.....	4	2	1	2	16	22	6	12	4	0	2	3	2	1	2	400	10,100
4535	do	Franklin O. Denney.....	do.....	3	2	0	4	6	2	3	3	2	3	3	2	3	2	2	1,000	1,450
4536	do	Lee C. Stuart.....	do.....	3	2	0	3	3	3	2	3	1	2	1	2	2	3	1	100	3,050
4537	do	E. A. Clauson.....	do.....	3	2	0	3	3	3	3	3	1	2	1	2	1	1	1	100	3,050
4538	do	H. J. Salisbury.....	do.....	3	2	0	3	3	3	6	3	1	2	1	2	1	1	1	100	3,050
4539	do	J. D. Blackwell.....	do.....	4	2	1	0	2	6	3	3	3	3	3	3	3	1	2	200	6,250
4540	do	J. D. Blackwell.....	do.....	4	2	1	0	2	6	3	3	3	3	3	3	3	1	2	200	6,250
4541	do	F. O. Wiley.....	do.....	4	3	0	14	14	10	14	5	4	7	4	1	7	4	400	30,200	
4542	do	F. M. Stephens.....	do.....	3	1	1	11	12	3	5	3	3	3	3	3	3	2	1	317	10,500
4543	do	Miss Leona Badger.....	do.....	3	1	1	7	13	4	7	1	3	3	3	3	3	3	1	317	6,500
4543	do	C. L. Foglesong.....	do.....	2	1	1	6	6	5	4	7	1	3	3	1	1	3	1	120	2,925

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.	Second year.	Third year.	Fourth year.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
MISSOURI—CON.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
45201 Conway.....	High School.....	Lonnie Haynes.....	Dist.....	4	1	0	10	10	10	8	7	.....	.....	.....	.....	5	5	.....	.....	400	18,000
45204 Cordell.....	do.....	Arthur Downs.....	do.....	4	1	1	3	10	4	9	9	5	4	3	6	.....	.....	.....	.....	200	15,750
45205 Cowgill.....	do.....	Chas. B. Neville.....	do.....	4	1	1	1	5	10	4	9	8	2	7	1	2	1	1	312	9,650
45206 Craig.....	do.....	Guo. Esser.....	do.....	4	1	2	7	8	9	8	8	7	.....	.....	.....	4	4	.....	.....	230	9,525
45207 Creighton.....	do.....	B. O. Byers.....	do.....	4	1	0	4	6	2	6	2	0	.....	.....	.....	4	0	.....	.....	300	5,800
45208 Cuba.....	do.....	B. P. Lewis.....	do.....	4	1	1	2	4	2	2	4	3	.....	.....	.....	2	3	2	3	200	12,150
45209 Curryville.....	do.....	H. M. Wright.....	do.....	4	1	0	0	0	4	2	2	0	.....	.....	.....	1	0	1	0	250	2,750
45210 Dauleville.....	do.....	A. L. Lacy.....	do.....	4	1	1	0	5	5	0	2	.....	.....	.....	.....	0	2	.....	.....	225	1,800
45211 Dawn.....	do.....	Evelyn O. Harvey.....	do.....	4	1	0	7	4	7	3	.....	.....	.....	.....	.....	2	2	.....	.....	300	2,000
45212 Dearborn.....	do.....	Emma P. Stevens.....	do.....	4	1	1	10	10	4	6	2	4	.....	.....	.....	2	1	.....	.....	200	10,100
45213 Desloge.....	Graded School.....	W. Buchanan.....	do.....	4	1	0	8	10	0	0	.....	.....	.....	.....	.....	.....	.....	.....	700	10,775	
45214 De Soto.....	do.....	W. N. Schuman.....	Dept.....	4	2	1	8	34	11	17	5	7	2	10	9	10	2	2	.....	400	7,050
45215 De Witt.....	do.....	J. A. Burnside.....	Dist.....	4	3	1	10	22	11	17	10	10	5	4	3	4	3	0	.....	200	20,700
45216 Dexter.....	do.....	Wm. T. Pomeroy.....	do.....	4	3	1	11	12	3	8	0	4	.....	.....	.....	1	4	.....	.....	200	3,100
45217 Dixon.....	do.....	George L. Cole (1911).....	do.....	4	1	0	3	3	4	2	7	3	9	5	10	3	8	1	4	275	13,550	
45218 Doe Run.....	do.....	J. R. Moore, supt.....	do.....	4	2	2	6	18	2	7	.....	.....	.....	.....	.....	3	1	.....	.....	70	1,550
45219 Doniphan.....	do.....	A. Hamilton.....	do.....	4	2	0	8	8	1	1	2	.....	.....	.....	.....	2	3	1	2	300	6,500
45220 Downing.....	do.....	W. W. Sloop.....	do.....	4	1	0	10	6	3	1	.....	.....	.....	.....	.....	2	3	0	1	100	.....
45221 Drexel.....	do.....	Frank M. Dunn (1911).....	do.....	4	1	0	10	2	3	3	4	.....	.....	.....	.....	3	2	0	1	.....	.....
45222 Eagleville.....	do.....	T. L. Schiefelbusch.....	do.....	4	2	0	1	3	5	3	4	.....	.....	.....	.....	3	1	.....	.....	200	20,500
45223 East Lynne.....	do.....	Miss Lou Bowlin.....	do.....	4	2	1	1	3	12	2	7	3	1	7	3	2	3	1	1	200	25,800	
45224 East Prairie.....	do.....	C. S. Hale.....	do.....	4	4	2	15	17	2	6	9	3	7	1	3	3	9	2	6	350	15,280	
45225 Edina.....	do.....	T. E. Vaughan.....	do.....	4	1	3	15	20	11	11	9	6	3	9	3	9	2	6	.....	250	5,150
45226 Eldon.....	do.....	Geo. S. Smith.....	do.....	4	2	0	12	5	2	6	.....	.....	.....	.....	.....	2	0	.....	.....	50	7,750
45227 Eldorado Springs.....	do.....	J. W. MacCampbell.....	do.....	4	1	2	11	7	1	7	2	6	3	7	3	7	1	3	.....	300	7,150
45228 Elm.....	do.....	S. P. Bradley.....	do.....	4	1	1	10	11	1	3	5	0	0	.....	.....	3	7	2	2	250	12,450
45229 Elsberry.....	do.....	Sylvester Taylor.....	do.....	4	4	2	20	26	7	8	10	8	3	8	3	8	3	7	2	30	3,000	
45230 Euroka.....	do.....	G. W. Beswick, supt.....	do.....	4	4	2	2	3	6	1	1	.....	.....	.....	.....	.....	.....	.....	.....	30	3,000
45231 Excelsior Springs.....	do.....	Earl Smithson.....	do.....	4	1	2	13	13	13	13	13	13	13	13	13	13	13	13	13	250	10,550	
45232 Exeter.....	do.....	Miss Kate M. Brunjes.....	do.....	4	1	2	13	13	13	13	13	13	13	13	13	13	13	13	13	250	10,550	

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates pre- sented in 1911.				Gradu- ates pre- pared for college.	Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MISSOURI—contd.																					
4673	Hopkins.....		High School.....																		
4674	Houston.....	G. F. McKinney.....	Dist.....	4	1	2	7	10	4	9	2	6	6	1	6	1	2	1	500	\$10,600	
4675	Humansville.....	A. M. Fourt.....	do.....	4	1	1	12	13	3	7	2	6	2	6	1	4	1	3	500	13,000	
4676	Hume.....	Miss Edith Erwin.....	do.....	4	2	1	14	14	2	1	3	9	0	2	0	2	0	1	300	10,500	
4677	Hunnewell.....	C. R. Biggs.....	do.....	4	1	1	18	15	6	6	3	4	0	2	0	2	0	1	100	25,050	
4678	Hunnewell.....	J. F. Culler.....	do.....	3	1	0	7	8	5	6	1	1	1	1	1	1	1	350	10,000		
4679	Huntsville.....	James P. Bentley.....	do.....	4	2	2	12	18	7	9	3	4	0	13	0	13	0	610	40,500		
4680	Independence.....	George S. Bryan.....	Dept.....	4	4	9	38	47	35	55	25	35	26	52	26	47	4	4,000	62,000		
4681	Ironton.....	B. W. Loomis.....	Dist.....	2	1	0	6	13	4	9	4	9	5	4	5	4	3	200	18,050		
4682	Jackson.....	Miss Maude Phillips.....	do.....	4	1	2	21	17	14	4	10	5	4	1	4	1	4	4	250	17,000	
4683	Jameson.....	J. P. Ross.....	do.....	2	1	0	3	8	1	4	1	4	1	1	1	1	1	600	1,550		
4684	Jamesport.....	S. F. Bonney, supt.....	do.....	4	2	1	22	16	5	16	20	10	4	13	4	13	4	8	450	10,250	
4685	Jamestown.....	Everett E. Cordway.....	do.....	2	1	0	4	8	0	6	1	6	1	1	0	6	1	300	5,150		
4686	Jefferson City.....	S. C. Brightman.....	Dept.....	4	2	5	17	30	20	22	17	18	8	13	8	13	3	993	36,800		
4687	Jerico Springs.....	Miss Mayme Klingner (1912).....	Dist.....	2	0	1	5	10	1	4	1	4	1	1	1	2	0	1	392	.....
4687	Jonesburg.....	J. W. Davis.....	do.....	3	1	1	2	6	5	3	1	3	1	3	1	3	1	217	4,000		
4688	Joplin, Mo.....	Frederick Barbee.....	Dept.....	4	7	15	128	141	90	117	48	50	54	79	30	51	10	10	665	67,000	
4689	Kaboka.....	Lee C. Stuart.....	Dist.....	4	1	2	10	26	10	13	5	14	7	5	2	6	1	2	700	9,000	
4690	Kansas City.....	L. I. Cammack.....	Dept.....	4	25	19	177	219	131	190	99	128	77	107	63	72	41	30	315,000	.....
4691	do.....	G. N. Grisham.....	do.....	4	9	6	85	65	23	60	17	27	10	25	9	24	7	200	89,000	.....
4692	do.....	Edward D. Phillips.....	do.....	4	35	39	314	398	223	290	127	166	120	169	85	116	82	15	2,000	310,000	
4693	do.....	S. A. Underwood.....	do.....	4	27	31	269	268	170	242	135	206	113	161	88	123	63	40	1,190	590,037	
4694	do.....	Mrs. Lottie Walsworth.....	Dist.....	4	1	3	10	11	4	6	6	7	2	6	2	5	1	1	500	16,500	
4695	do.....	E. N. Elisea.....	do.....	4	1	2	16	19	15	10	4	6	1	5	1	5	1	2	458	6,500	
4696	Kennett.....	Ray Minor.....	do.....	1	1	0	7	8	9	17	8	8	2	8	2	8	1	188	2,000	.....
4697	Kidder.....	W. M. Wells, supt.....	do.....	1	1	3	19	23	9	17	10	2	8	3	2	3	1	1	928	15,000	
4698	King City.....	A. E. Malotte.....	do.....	3	2	0	1	9	2	2	10	2	3	8	2	3	1	1	400	10,000	
4699	Kingston.....	W. E. Tydings.....	do.....	4	3	3	20	34	15	25	6	9	11	12	9	19	7	1,000	60,600	.....
4700	Kirkville.....	L. A. T. Harms.....	Dept.....	4	4	7	20	28	17	18	14	20	10	12	10	11	3	1,500	52,000	.....
4701	do.....	Frank B. Russell.....	Dist.....	4	1	2	7	10	5	6	2	7	1	6	1	6	1	2	500	20,500
4702	Knob Nester.....	George E. McFadden.....	do.....	3	1	0	10	7	6	7	2	4	1	4	1	4	1	1	300	2,000

La Belle	do.	Wm. B. Anderson	do.	4	1	2	27	30	14	15	0	12	5	7	5	0	200
Lafayette	do.	W. C. Watkins	do.	4	1	2	30	10	7	10	2	7	0	4	0	0	250
Laddonia	do.	W. E. Rowley	do.	2	3	1	50	15	3	5	4	0	15	3	6	0	340
Laine	do.	R. S. Wright	do.	4	3	4	8	9	8	5	4	10	2	2	0	2	300
Lanette	do.	Chas. H. Miller	do.	4	1	1	12	17	8	12	9	11	3	7	2	0	800
Lancaster	do.	W. G. Pence	do.	4	1	2	12	17	8	12	9	11	3	7	2	0	800
La Plata	do.	W. J. Marr	do.	4	2	0	7	19	8	7	5	11	3	7	3	0	510
Laredo	do.	H. L. Martin	do.	2	1	0	4	2	8	8	4	5	6	3	6	3	530
Graded School	do.	Edmore J. Welch	do.	4	2	1	17	15	11	10	4	5	6	3	6	3	475
Lathrop	do.	E. L. Black	do.	4	1	1	11	5	5	3	2	2	0	1	0	1	330
Leadwood	do.	E. F. Morrison	do.	2	1	0	1	0	5	3	2	0	1	0	1	0	130
Lebanon	do.	F. B. Humphrey	do.	4	3	1	16	21	19	17	9	13	8	8	0	5	250
Lee Summit	do.	O. R. Curmurey	do.	4	2	3	14	18	10	18	3	11	4	8	2	0	500
Leesburg	do.	Miss Anna B. Williams	do.	2	0	1	0	6	2	3	0	0	1	0	0	0	160
Lewistown	do.	Burtis M. Little	do.	4	4	4	0	45	12	24	11	18	17	28	5	7	660
Lexington	do.	Miss Grace Deupree	Dept.	4	0	7	31	36	15	23	7	19	6	7	3	7	1700
Liberty	do.	Howard Rogers	Dist.	4	0	7	16	17	5	6	1	4	2	1	4	1	250
Licking	do.	R. E. Stewart	do.	3	1	2	10	13	7	19	4	8	2	2	2	0	100
Lockwood	do.	R. R. Rowley	Dept.	4	2	3	17	24	11	16	6	16	6	12	6	12	300
Louisiana	do.	Edward H. Lee	do.	4	2	3	17	24	11	16	6	16	6	12	6	12	300
Lowry	do.	D. W. Denney	Dist.	3	1	0	1	4	0	2	2	1	2	0	1	1	275
Lincoln H. S. (negro)	do.	W. W. Perkins	do.	3	1	0	5	10	2	2	0	1	3	0	1	1	200
High School	do.	E. W. King	Dept.	2	1	0	7	8	3	2	0	1	3	0	1	1	125
McFall	do.	H. J. King	do.	3	1	0	35	44	15	29	11	13	8	9	8	3	850
Macan	do.	C. E. Stephens	Dist.	4	3	5	8	8	5	10	8	15	0	7	15	1	100
Madison	do.	Miss Edna Mae Mid-	do.	1	4	1	5	5	3	5	3	11	3	5	2	1	200
Matland	do.	dicton	do.	4	1	2	20	24	5	3	4	2	3	5	3	5	1,145
Malden	do.	Wm. M. Goldsmith	do.	4	2	1	20	24	5	3	4	2	3	5	3	5	420
Malta Bend	do.	Hugh Berlin	do.	3	1	0	11	9	3	1	4	2	3	5	3	2	300
Mansfield	do.	Joseph A. Hynton	do.	2	1	0	12	13	1	2	2	4	2	3	4	2	150
Maplewood	do.	F. H. Morgan	do.	4	2	4	11	28	10	16	2	5	4	5	1	0	150
Marionville	do.	Miss Mattie Smith	do.	4	2	4	11	5	16	2	7	3	11	3	1	0	200
Marionville	do.	Walter E. Jadwin	do.	4	0	4	13	5	16	2	7	3	11	3	1	0	200
Marshall	do.	L. E. Meador	do.	3	2	1	13	25									

Value of building and grounds not given.

Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location	Name	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
MISSOURI—con.																						
4753	Montrose.	High School.	Dist.	3	1	1	0	5	7	2	2	3	5	5	3	4			400	\$7,900		
4754	Morehouse.	J. F. Ellis.	do.	2	1	0	7	7	2	2						1	1	0	1	300	23,000	
4755	Morey.	G. Cleve Vandover.	do.	2	2	0	3	8	0	3					0	3			300	6,100		
4756	Mount City.	J. U. Croson.	do.	4	3	2	13	13	14	18			17	20	7	10	3	1	975	11,000		
4757	Mountville.	W. A. Barlow.	do.	2	2	0	11	12	0	0									180	3,064		
4758	Mountain Grove.	S. J. Phelps, supt.	do.	4	2	1	14	30	14	14	11	8	5	5	5	5	2	1	359	16,500		
4759	Mount Vernon.	D. A. Bickel, supt.	do.	4	4	1	20	17	18	13	9	16	3	6	1	6	1	3	431	6,300		
4760	Mount Washing- ton.	Bert T. Ritter.	do.	4	3	0	6	6	0	4	6	4	2	4	3	4	3	4	50	40,300		
4761	Nelson.	David W. Lewis.	do.	2	1	0	7	4	3	5					1	1	1	1	200	2,330		
4762	Neosho.	W. E. Veerkamp.	do.	4	3	5	25	35	28	15	18	12	15		12	10	6	1	300	21,000		
4763	Nevada.	E. R. Foster.	Dept.	4	3	5	49	60	27	37	33	16	26		9	15	8	6	1,350	64,000		
4764	New Cambria.	W. H. Baker.	Dist.	2	1	0	6	8	2	4					2	2			100	6,380		
4765	New Florence.	L. V. Tyler.	do.	4	1	0	7	12	6	9	1	3	1	4	2	4	1	4	268	15,700		
4766	New Franklin.	Wm. McMillan.	do.	2	2	0	8	12	6	9	3	1	4		3	4	1	3	480	1,180		
4767	New Hampton.	C. E. Hutton.	do.	4	2	0	8	8	4	1	4	4	1	3	0	4	0	2	500	1,750		
4768	New Haven.	E. R. Livesay.	do.	4	2	1	8	9	6	11	3	5	0	4	0	4	1	6	1,100	12,000		
4769	New London.	Artie Capps.	do.	3	2	1	11	9	5	6	3	7			2	4	2	0	144	4,000		
4770	New Madrid.	W. L. Barnard, supt.	do.	2	2	1	11	7	3	6					2	4	2	0	2,760	2,760		
4771	Newtonia.	A. C. McBride.	do.	2	2	1	5	4	1	3					1	3	1	3	2,000	16,500		
4772	Nixa.	B. F. West.	do.	2	2	1	12	11	5	6	5	9	3	7	3	3	1	3	200	10,000		
4773	Norborne.	L. D. Volaw, supt.	do.	2	4	2	1	5	11	5	6	2	5		2	2	6	5	500	8,200		
4774	Norvinger.	H. Hummel.	do.	2	2	1	0	9	1	8					1	8			391	1,520		
4775	Oak Grove.	E. R. Lancaster.	do.	2	3	1	1	4	6	5	4	5			2	4	5		300	10,250		
4776	Oak Ridge.	T. D. Bennick.	do.	2	1	0	18	4	4	4					3	4	1	3	300	1,000		
4777	Olema.	E. L. Harrison.	do.	4	2	2	12	17	7	20	9	20	4	13	2	4	3	0	300	17,000		
4778	Olean.	W. A. Allen.	do.	1	1	0	5	6							0	3	0	2	300	1,000		
4779	Oran.	D. E. Tugel.	do.	3	1	1	4	4	0	2					4	8	3	4	1,000	3,000		
4780	Oregon.	Miss Lolla Welty.	do.	1	1	1	21	18	15	11	6	9	5	8	0	3	0	2	1,338	36,000		
4781	Oronogo.	A. C. Ekliff.	do.	2	1	3	10	13	2	7	5	3			2	2	7	3	300	10,100		
4782	Orriek.	James E. Dunn.	do.	3	2	1	7	5	7	5	3				2	2	3	1	200	10,000		

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates prepared for 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
MISSOURI—con.																				
4834	St. Louis.....	Sumner High School (negro).....	Dept.....	4	17	7	95	195	37	62	22	82	14	34	9	34	2	4	500	\$339,832
4835	do.....	Wm. M. Butler.....	do.....	4	25	24	244	290	87	142	76	107	49	83	49	60	23	13	6,000	500,000
4836	St. Marys.....	Fred C. Bryan.....	Dist.....	2	1	0	5	3	0	2									300	9,000
4837	do.....	D. F. Meyer.....	do.....	4	2	2	18	16	9	18	4	9	3	0	3	0			200	25,200
4838	Salem.....	Sarcoux.....	do.....	3	1	1	5	12	6	11	7	6			7	6			200	500
4839	Savannah.....	F. E. Zumbrenen.....	do.....	4	2	1	23	26	17	20	6	10	6	12	6	12	3	6	5	51,500
4840	Schell City.....	Albert Heizer.....	do.....	3	1	1	8	28	5	14	0	8			0	8	0	5	365	15,200
4841	do.....	V. A. Dobyns.....	do.....	4	6	6	69	82	62	81	42	51	30	41	24	33	8	4	988	44,984
4842	Sedalia.....	Miss Martha M. Letts.....	Dept.....	3	1	1	8	8	2	2	2	2			1	1	1	0	200	8,050
4843	Seneca.....	W. S. Summers.....	Dist.....	3	1	1	12	8	7	3	4	3	5	1	5	3	4	0	280	7,550
4844	Seymour.....	Elmer Chapman.....	do.....	4	2	1	18	17	13	0	3	4			0	4	1	1	125	16,075
4845	Shelbina.....	Rufus H. Wood.....	do.....	3	2	0	9	17	10	27	12	14	6	5	6	5	1	2	1,800	31,500
4846	do.....	Nelson Kerr.....	do.....	4	1	6	18	12	10	27	12	14	6	5	6	5	1	2	1,800	15,000
4847	Shelbyville.....	R. Ralph Stanley.....	do.....	4	2	1	6	12	8	10	3	6	2	6	2	6	1	0	100	1,680
4848	Sheridan.....	D. D. Cooper.....	do.....	2	1	0	4	7	5	5					3	3	4		600	50,500
4849	Skidmore.....	George W. Kirk.....	do.....	4	2	2	10	12	7	12	5	11	4	3	2	3	2	2	2	600
4850	Slater.....	Clyde Busby.....	do.....	4	1	1	10	6	12	12	5	16	1	4	6	10	1	1	580	6,040
4851	Smithton.....	H. W. Williams.....	do.....	4	1	4	20	33	11	11	11	18	0	10	4	10	1	2	230	15,400
4852	do.....	J. W. Bruggemann.....	do.....	4	1	0	4	9	4	4	2	4			4	4	2	4	400	5,020
4853	Smithville.....	J. K. West, supt.....	do.....	2	1	1	4	10	5	10	2	4			2	4	2	4	300	1,510
4854	Southwest City.....	Wm. J. Steiner.....	do.....	3	1	0	5	2	3	2					2	4	2	4	300	1,510
4855	do.....	J. C. Heard.....	do.....	2	1	0	2	4	3	5					1	0	1	0	30	10,015
4856	Spickard.....	Wm. H. Francisco.....	do.....	2	1	1	9	13	3	5					1	3	1	2	300	6,500
4857	Springfield.....	Wm. H. MacAdams.....	do.....	4	2	1	13	19	6	10	0	4	0	12	7	11	0	9	100	10,180
4858	Stannett.....	Charles L. Mosley.....	Dept.....	4	1	3	6	8	6	10	6	4	0	12	7	11	6	9	28,000	10,150
4859	Steelville.....	Charles L. Hayes, supt.....	Dist.....	4	2	1	38	30	3	2	1	6	3	4	2	4	2	1	300	28,000
4860	Stewartsville.....	Fred J. Gray.....	do.....	4	2	1	10	9	3	4	4	3			0	3	0	1,000	11,500	1,000
4861	Stockton.....	Wm. L. Bowen.....	do.....	3	2	0	13	16	3	11	2	2			2	2	2	2	1,900	5,400
4862	Sullivan.....	J. H. Martin.....	do.....	2	1	1	12	6	13	15	2	2			2	2	2	2	130	1,200
4863	Sumner.....	J. F. Painter.....	do.....	3	1	1	3	5	2	3					3	3	3	3	500	15,075
4864	Sweet Springs.....	Miss Nell Ren.....	do.....	2	1	0	20	21	3	13	12	11	0	8	6	8	4	6	100	5,000
4865	Tarkio.....	Miss Mabel W. Gibbs.....	do.....	4	1	3	18	20	10	15	7	20	2	10	2	10	1	8	400	40,000
4866	do.....	do.....	do.....	4	1	3	20	21	10	15	7	20	2	10	2	10	1	8	400	40,500

4834	do.	Miss Anna Donnelly	do.	4	1	2	15	7	3	5	4	4	1	3	12,573	
4835	do.	J. Fred Hunsell	Dist.	1	1	1	13	21	14	21	22	12	0	15	12,574	
4836	do.	W. H. Halsey	Dist.	1	1	0	12	1	8	2	8	2	3	3	8,413	
4837	do.	W. Helen Brown	do.	4	1	1	18	22	16	21	5	7	6	0	1	750
4838	do.	Miss Katherine Moore	do.	1	0	1	7	3	2	1	1	1	1	1	1	134
4839	do.	T. C. Wright	do.	2	1	0	10	5	8	5	5	1	1	1	1	300
4840	do.	Chas. A. Cole	do.	4	2	1	10	10	5	6	2	6	5	5	2	100
4841	do.	David M. Boyer, A. M.	do.	3	1	1	7	11	3	10	5	8	2	7	1	150
4842	do.	Arnold Zimmerman	do.	4	3	1	24	26	9	15	5	11	8	18	3	1,000
4843	do.	S. O. King	do.	3	1	1	5	8	3	1	2	1	1	1	1	215
4844	do.	A. E. Hart	do.	2	1	0	5	5	1	1	1	1	1	1	1	215
4845	do.	E. A. Irvine	do.	4	2	2	11	21	12	21	13	16	5	7	5	515
4846	do.	J. A. Davenport	do.	2	1	1	9	5	4	5	5	7	5	7	4	230
4847	do.	T. V. Morris	do.	2	1	0	3	6	3	5	3	3	0	3	0	10
4848	do.	C. F. Johns, supt.	do.	4	1	2	3	5	8	7	3	3	0	3	0	310
4849	do.	John W. Twente	do.	3	2	0	8	15	10	13	1	1	4	1	4	100
4850	do.	Susan T. Bratton	do.	4	1	0	23	43	15	49	25	4	13	15	6	1,007
4851	do.	A. Greenville Wisdom	Dist.	2	1	1	3	5	3	2	2	3	2	2	2	2,007
4852	do.	O. E. Hamilton	do.	2	1	1	10	15	4	5	1	4	0	3	0	1,500
4853	do.	O. A. W. Groves	do.	2	1	0	4	2	1	7	7	5	3	4	2	200
4854	do.	O. A. W. Groves	do.	4	1	3	18	19	8	4	7	4	12	4	9	14
4855	do.	J. T. Hixson	do.	4	4	13	50	77	35	45	35	30	32	30	32	400
4856	do.	Webster Groves	do.	4	3	6	35	44	32	25	15	25	10	17	8	1,800
4857	do.	Miss Louise R. Hicks	do.	4	0	4	7	10	7	5	3	4	2	2	2	500
4858	do.	do.	do.	4	0	4	7	10	7	5	3	4	2	2	2	300
4859	do.	do.	do.	4	2	1	9	15	7	9	5	6	4	7	4	300
4860	do.	do.	do.	2	1	0	4	1	2	4	2	4	0	2	300	
4861	do.	do.	do.	3	0	2	6	10	0	2	2	3	0	2	232	
4862	do.	do.	do.	4	1	5	25	30	16	20	8	20	11	14	10	13,000
4863	do.	do.	do.	2	1	0	7	11	3	8	.....	.....	.....	.....	.....	.....
4864	do.	do.	do.	2	1	0	3	6	3	5	4	2	3	2	1	2,520
4865	do.	do.	do.	4	1	2	9	20	6	4	2	3	2	0	20	12,200
4866	do.	do.	do.	4	1	4	18	25	19	16	10	21	7	15	6	1,000
4867	do.	do.	do.	3	1	0	3	4	0	3	0	0	.....	.....	.....	2,010
4868	do.	do.	do.	3	1	1	4	8	1	6						

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.		Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
MONTANA—contd.																					
4909	Teton County H. S.	Byron E. Toan.....	County	4	2	2	4	8	6	5	2	2	9	2	7	2	7	2	500	\$17,500	
4910	Talbot High School.	Victor E. Miesner....	Dist.	2	1	0	2	5	2	4	3	0	0	0	1	2	0	400	50,050		
4911	High School.	Ellsworth Sherman, sup't.	do.	4	1	2	2	9	3	9	3	0	0	0	1	2	0	700	35,400		
4912	do.	Peter J. Anderson....	do.	4	1	1	3	9	1	3	0	2	1	0	1	0	1	100			
4913	Culbertson	Wm. A. Alexander....	County	4	1	1	3	4	4	5	3	2	3	2	1	3	1	585	20,800		
4914	Deer Lodge	Alvin M. Clark.....	do.	4	1	1	3	4	6	4	2	5	1	7	1	5	0	2	500	40,000	
4915	Dillon	Leon R. Foote, B. L.	do.	4	2	3	14	24	13	14	7	13	7	13	8	17	6	3	1,644	42,600	
4916	Forsyth	H. Mackenzie.....	Dist.	2	4	1	6	17	1	1	2	4	1	1	1	1	1	1	1,450	17,000	
4917	Fort Benton	J. W. Manning.....	do.	4	2	2	5	10	4	12	3	7	1	3	1	3	4	1	1,200	21,200	
4918	Glasgow	Daniel S. Williams....	do.	4	1	3	6	4	0	5	4	3	1	3	4	3	4	1	300	20,750	
4919	Glenview	Ralph L. Hunt.....	County	4	2	3	12	15	4	8	2	3	1	1	1	1	1	1	900	40,000	
4920	Great Falls	A. D. Wiggin.....	County	4	4	12	83	132	35	56	21	43	20	26	18	26	5	9	1,000	132,500	
4921	Hamilton	Henry Schwarm.....	Dist.	4	1	4	16	20	8	3	0	4	6	0	0	1	0	750	34,800		
4922	Harlowton	Miss Grace M. Easter.	do.	4	1	5	4	13	5	12	0	8	0	0	2	4	2	648	30,000		
4923	Graded School.	Albert J. Roberts.....	do.	4	1	1	62	85	25	43	20	19	23	31	23	23	21	13	1,550	182,000	
4924	Helena	G. A. Ketchum.....	County	4	9	13	7	3	1	45	12	1	2	1	2	2	1	240	3,000		
4925	Joliet	H. G. Young.....	Dist.	3	1	1	40	30	30	15	35	8	25	7	23	2	1	375	46,500		
4926	Flathead County H. S.	Levi L. Sackett.....	County	4	2	6	20	21	11	15	13	12	5	3	5	3	2	1	300	37,000	
4927	Lewistown	A. J. Smith.....	Dist.	4	1	1	1	2	1	2	0	2	0	2	0	0	0	1,000	37,000		
4928	Libby	Lewis Furvelliger....	County	4	4	3	1	16	17	7	11	8	2	0	4	12	2	5	378	9,500	
4929	Livingston	Fred E. Bealinger....	Dist.	3	1	0	5	6	3	4	2	3	0	2	3	0	0	500	45,800		
4930	Malta	Benton Vogel.....	County	2	1	0	12	22	12	20	8	8	4	7	4	7	2	3	860	42,800	
4931	Maryville	W. M. Vogel.....	County	4	2	4	8	7	1	1	8	2	0	2	0	0	0	1,000	37,000		
4932	Miles City	F. A. Stager.....	County	4	5	10	81	71	29	29	20	18	11	13	6	13	6	13	900	12,500	
4933	Missoula	J. E. Manchester....	Dist.	4	1	1	4	8	3	4	4	2	2	1	2	1	0	100	13,100		
4934	Moore	G. T. Bramble.....	County	4	2	3	10	14	10	11	6	8	10	14	0	8	0	2	200	37,500	
4935	Phillipsburg	Alfred C. Carlson....	County	4	4	1	20	21	10	12	5	10	1	5	1	5	1	4	800	85,000	
4936	Red Lodge	Frederick L. Diney..	County	4	1	5	7	7	1	2	2	6	0	0	0	0	0	0	650	85,000	
4937	Sheridan	Mark D. Fitzgerald..	Dist.	4	1	1	7	4	3	4	4	6	2	3	2	2	2	250	25,500		
4938	Spearville	do.	do.	4	1	2	7	4	3	4	4	6	2	3	0	3	0	250	25,500		

Township	Broadwater County H. S.	County Dist.
Adams	High School	do.
Alexander	do.	do.
Alford	do.	do.
Allen	do.	do.
Altman	do.	do.
Amesbury	do.	do.
Anneville	do.	do.
Antietam	do.	do.
Appleton	do.	do.
Armistead	do.	do.
Arundel	do.	do.
Asheville	do.	do.
Ashland	do.	do.
Astoria	do.	do.
Auburn	do.	do.
Aurora	do.	do.
Axtell	do.	do.
Barnston	do.	do.
Bassett	do.	do.
Battle Creek	do.	do.
Bayard	do.	do.
Beatrice	do.	do.
Beaver City	do.	do.
Beaver Crossing	do.	do.
Belmont	do.	do.
Belden	do.	do.
Beldridge	do.	do.
Bellwood	do.	do.
Belvidere	do.	do.
Benedict	do.	do.
Benkelman	do.	do.
Bennet	do.	do.
Benson	do.	do.
Bertrand	do.	do.
Biall	do.	do.
Bloomfield	do.	do.
Bloomington	do.	do.
Blue Hill	do.	do.
Blue Springs	do.	do.
Boelus	do.	do.
Bradshaw	do.	do.

Value of building and grounds not given.

PUBLIC AND PRIVATE HIGH SCHOOLS.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates prepared for college.		Value of property.			
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.		Boys.	Girls.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
NEBRASKA—contd.																				
4985	Brainard.....	G. S. Hoppel.....	Dist.....	2	1	0	17	2	1	4	3	2	1	5	3	4	0	3	71	\$8,350
4986	Bridgeport.....	W. A. Dobson.....	do.....	4	2	1	17	5	2	5	2	1	1	5	1	4	0	3	100	5,125
4987	Brook.....	S. W. Whitman.....	do.....	4	3	1	38	39	19	23	15	19	11	14	9	14	1	5	240	6,200
4988	Broken Bow.....	G. H. Lanphere.....	do.....	3	4	1	4	3	3	10	4	0	0	0	4	0	1	500	47,000	
4989	Brownville.....	Lee W. Redfern.....	do.....	4	3	1	7	4	2	3	1	1	1	1	1	1	1	10,000		
4990	Bruno.....	L. A. Proskopec.....	do.....	2	1	0	7	4	3	1	1	1	1	1	1	1	1	175	8,500	
4991	Burhard.....	W. D. Lenker.....	do.....	3	1	0	7	4	2	3	7	2	5	1	2	1	1	150	4,300	
4992	Burwell.....	W. D. Lenker.....	do.....	4	2	0	5	14	5	7	2	5	1	2	1	2	1	400	11,000	
4993	Butte.....	Mis. E. E. Holmes.....	do.....	4	1	1	5	14	4	5	2	6	4	4	3	4	2	200	20,200	
4994	Callaway.....	J. T. Anderson.....	do.....	3	2	1	9	12	4	9	3	8	4	4	3	1	1	100	25,300	
4995	Campbell.....	C. O. Brown.....	do.....	4	1	1	12	6	6	7	3	1	5	1	1	4	4	400	5,300	
4996	Carlton.....	A. T. Holtzen.....	do.....	3	1	0	7	7	7	7	7	7	7	7	6	1	7	168	1,125	
4997	Carroll.....	do.....	do.....	3	1	1	7	7	7	7	7	7	7	7	1	4	4	90	6,050	
4998	Cedar Bluffs.....	S. G. Jacobey.....	do.....	3	1	1	3	9	2	3	5	3	1	4	1	4	2	300	4,300	
4999	Cedar Rapids.....	Miss Ellen McClung.....	do.....	4	0	1	6	12	3	6	9	4	6	4	3	1	0	500	12,000	
5000	Central City.....	F. E. Morrow, supt.....	do.....	4	4	3	22	32	18	10	14	4	4	6	4	8	4	200	25,500	
5001	Chadron.....	Miss Lenora Page.....	do.....	4	1	1	11	25	16	14	15	11	7	11	4	4	6	125	30,300	
5002	Chappell.....	A. L. Gash.....	do.....	4	2	2	2	8	11	9	2	7	4	7	1	4	1	100	3,300	
5003	Chester.....	Theodore A. Fryc, supt.....	do.....	4	4	1	6	9	0	7	2	7	4	7	4	5	4	600	30,500	
5004	Clarkson.....	Thomas Z. Zaack.....	do.....	4	1	1	12	13	7	8	2	3	4	3	3	9	2	510	6,800	
5005	Clay Center.....	Mrs. H. W. Weidland.....	do.....	4	1	2	12	13	7	8	2	3	4	3	3	2	1	300	20,300	
5006	Clearwater.....	Ernest C. Nyrop.....	do.....	4	2	2	6	6	6	2	3	6	10	3	3	4	1	100	3,050	
5007	Cody.....	Fred A. Jones.....	do.....	4	1	0	6	14	3	2	4	1	3	0	3	0	2	600	31,000	
5008	Coleridge.....	A. P. Borg.....	do.....	4	4	4	8	5	6	3	9	1	3	0	3	0	2	150	10,075	
5009	College View.....	Miss Mamie Ellis.....	do.....	4	3	1	31	26	19	21	12	19	9	19	9	18	3	61,200		
5010	Columbus.....	Amos M. Vance.....	do.....	4	4	1	8	5	5	3	3	4	3	3	3	0	3	85	14,100	
5011	Cook.....	Wallace W. Dyke.....	do.....	4	4	4	6	6	4	4	6	3	3	0	3	4	6	150	7,075	
5012	Cortland.....	L. E. Martin.....	do.....	3	2	2	6	0	4	4	6	3	3	0	3	1	2	40	1,100	
5013	Cotles.....	L. R. Gregory.....	do.....	3	1	0	7	7	7	7	7	7	7	7	7	7	7	300	12,400	
5014	Cozad.....	E. T. Camp.....	do.....	4	1	1	7	11	4	14	7	9	3	11	3	2	2	300	12,400	
5015	Crab Orchard.....	J. E. Fale.....	do.....	2	1	0	3	4	2	2	2	2	2	2	2	2	2	97	3,200	

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NEBRASKA—CON.																				
5085	Gering.....	Union High School.....	Dist.	3	1	1	10	4	4	10	4	6	4	6	4	6	1	6	25	\$18,000
5086	German town.....	Ray P. Glenn.....	do.	2	1	0	3	5	2	0	7	4	2	4	7	4	2	387	3,000	
5087	Giltner.....	John L. Zink.....	do.	3	1	1	11	3	6	11	7	4	2	4	1	1	1	60	2,900	
5088	Goehner.....	Miss Erma Norris.....	do.	2	0	1	6	6	5	2	3	2	2	3	3	1	1	250	10,300	
5089	Gordon.....	Charles M. Kendall.....	do.	3	1	1	11	20	8	9	3	2	3	3	0	12	3	300	9,000	
5090	Grafton.....	C. W. Smith.....	do.	3	1	1	3	4	3	6	0	12	3	0	12	4	6	600	81,500	
5091	Grand Island.....	John F. Matthews.....	Dept.	4	5	6	43	54	27	46	16	40	13	34	12	32	4	6	9,000	
5092	Grant.....	Roscoe H. Vance.....	Dist.	1	1	0	8	2	0	4	0	0	2	6	2	2	2	2	1,120	
5093	Greeley (R. F. D. 1).....	Sister M. Plus.....	do.	3	3	0	3	7	0	6	0	4	1	4	1	4	1	300	1,500	
5094	Greenwood.....	E. D. Lehman.....	do.	3	1	1	6	3	4	6	1	1	3	3	3	3	182	2,750		
5095	Gresham.....	Mrs. Bodster.....	do.	4	4	1	9	3	3	13	2	6	3	6	3	2	450	18,200		
5096	Gresham.....	Miss Margaret Smith.....	do.	3	1	2	5	7	4	12	4	6	0	6	4	0	3	200	8,500	
5097	Haiger.....	C. W. Knoll.....	do.	3	1	3	7	3	0	1	0	3	0	0	2	7	120	1,100		
5098	Hampton.....	A. Farnsworth.....	do.	3	2	4	4	6	4	9	4	5	2	4	2	4	2	130	1,120	
5099	Hardy.....	E. L. Seely.....	do.	3	1	0	4	4	8	0	4	5	2	4	2	4	2	130	1,120	
5100	Harrison.....	Arthur F. Becker.....	do.	3	1	0	4	4	8	4	6	8	1	8	0	2	205	9,000		
5101	Hartington.....	W. M. Finegan.....	do.	4	2	3	20	15	7	10	3	8	1	8	1	2	0	1,000	25,800	
5102	Harvard.....	Miss Virginia McGraw.....	do.	4	2	3	14	15	5	9	7	9	7	8	2	3	2	500	26,000	
5103	Havelock.....	E. B. J. Buckles.....	do.	4	2	1	2	7	4	4	5	10	15	11	12	2	150	6,200		
5104	Hay Springs.....	B. T. Kees.....	do.	2	4	2	20	18	15	15	4	3	1	3	1	1	0	65	5,300	
5105	Hebron.....	W. J. Brubam.....	do.	4	3	1	4	7	3	4	5	3	1	3	4	5	0	100	6,200	
5106	Hemphill.....	G. Homer Wrightman.....	do.	3	1	1	10	6	7	2	3	4	11	2	4	0	2	300	20,000	
5107	Hendley.....	Rolla Fesnot.....	do.	3	2	1	4	4	7	2	3	4	4	4	4	3	0	160	9,553	
5108	Herman.....	A. J. Te Pool.....	do.	3	3	0	4	7	2	3	4	4	4	3	4	3	0	200	3,500	
5109	Hickman.....	Miss Helen Redington.....	do.	4	3	1	1	6	0	2	5	6	9	8	1	0	1	150	9,553	
5110	Hildreth.....	V. H. Debolet.....	do.	3	1	1	10	14	3	5	6	8	4	1	1	0	2	200	3,500	
5111	Holbrook.....	Stephen A. Park, Jr.....	do.	4	3	1	25	40	12	22	33	10	23	10	23	3	0	800	31,000	
5112	Holbrook.....	Miss Jennie A. Hall.....	do.	4	2	6	1	6	3	3	8	3	3	3	3	3	3	100	2,000	
5113	Holmesville.....	W. C. Farnand.....	do.	4	2	1	1	1	3	6	0	4	2	4	2	4	2	100	16,000	
5114	Holstein.....	Bert W. Harris.....	do.	2	1	0	1	1	3	6	0	4	2	4	2	4	2	100	16,000	

509	Heater	do.	George E. Campbell.	do.	50	13,400
510	Wells	do.	M. O. Jackson.	do.	225	12,015
511	Hubbel	do.	M. W. Hyatt.	do.	240	6,045
512	Funboudt	do.	R. E. Hoff, supt.	do.	240	25,300
513	Winphrey	do.	J. J. Malone.	do.	325	10,500
514	Lyman	do.	John W. Watson.	do.	245	8,065
515	Imperial	do.	W. H. Kratner	do.	245	7,700
516	Indiana	do.	F. F. Gordon.	do.	480	18,800
517	Indiana	do.	J. H. Dorsey.	do.	320	3,000
518	Jackson	do.	Slater M. Bennett.	do.	360	10,800
519	Juniata	do.	Jas. H. Burwell.	do.	1,400	91,500
520	Kearney	do.	Roy E. Cochran.	do.	110	7,000
521	Kearney	do.	Erwin M. Colbert.	Dist.	195	8,000
522	Kennard	do.	Earl Broadstreet.	do.	250	26,000
523	Kimball	do.	Edward B. Jacobson.	County	250	1,800
524	Kimball	do.	Perry M. Spence, supt.	Dist.	0	800
525	Laurel	do.	Miss Edna Feibury.	do.	0	600
526	Lawrence	do.	F. H. Husmann.	do.	0	178,000
527	Lebanon	do.	F. C. Grant.	do.	12	3,000
528	Leigh	do.	Miss Bertha Banks.	do.	160	1,850
529	Lexington	do.	Robert R. Morrow.	do.	250	12,700
530	Liberty	do.	Vernon G. May.	do.	60	18,700
531	Lincoln	do.	J. E. Shutt.	Dist.	800	20,300
532	Litchfield	do.	E. R. Gross.	do.	350	15,100
533	Long Pine	do.	J. R. Overturn.	do.	200	84,000
534	Loomis	do.	Miss Mary M. McGrew.	do.	400	53,000
535	Louisville	do.	James O'Connell.	do.	100	7,100
536	Loup City	do.	C. E. Clear.	do.	550	26,500
537	Lyons	do.	Miss Mabel Monid.	do.	7,070	1,000
538	McCook	do.	Miss Sarah A. Ryan.	do.	140	1,400
539	McCool Junction.	do.	O. B. Frazer.	do.	380	1,450
540	Madison	do.	Miss Ida Knoll.	do.	270	5,300
541	Malmo	do.	F. C. Hollingsworth.	do.	325	2,200
542	Marquette	do.	Miss Nellie Dorsey.	do.	350	4,250
543	Mason City	do.	Harry J. Johnson, supt.	do.	350	20,800
544	Maxwell	do.	E. L. Graham.	do.	180	1,900
545	Maywood	do.	T. B. Young.	do.	50	4,060
546	Mead	do.	C. L. Robinson.	do.	350	4,100
547	Meadow Grove	do.	C. A. Otradovec (1912).	do.	75	2,400
548	Merna	do.	C. W. Mottinger.	do.	800	17,000
549	Milford	do.	M. A. Beynon.	do.	200	25,500
550	Miller	do.	W. I. Swisher.	do.	118	8,450
551	Milligan	do.	Chas. Puckney.	do.	200	10,125
552	Minden	do.	R. O. Chambers.	do.	75	10,000
553	Mineare	do.	H. J. Lytle.	do.	250	3,150
554	Mitchell	do.	J. O. Murren.	do.	190	1,25
555	Monroe	do.	John I. Engelman.	do.		
556	Moorfield	do.	Miss L. M. Keith.	do.		
557	Morrill	do.	L. A. Ferrine.	do.		
558	Morse Bluff	do.	Miss Lina Barnett.	do.		
559	Murdock	do.	Miss Verda Thorpe.	do.		

1 Value of building and grounds not given.

5174	Palmer	do.	do.	11	0	3	7	0	1	3	1	3	2	0	1	1	127	2,000
5175	Palmira	do.	do.	2	1	1	0	6	1	1	1	1	1	1	1	1	221	10
5180	Panama	do.	do.	4	2	5	6	40	20	20	20	15	15	15	15	15	100	25,100
5181	Papillon	do.	do.	4	2	5	6	40	20	20	20	15	15	15	15	15	1,500	18,000
5182	Pawnee City	do.	do.	3	1	1	2	13	6	5	6	3	5	4	3	4	183	8,000
5183	Pender	do.	do.	3	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5184	Petersburg	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5185	Pierce	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5186	Pilger	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5187	Pineview	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5188	Platte Center	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5189	Plattsmouth	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5190	Plymouth	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5191	Ponca	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5192	Prague	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5193	Princeton	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5194	Randolph	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5195	Ravenna	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5196	Raymond	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5197	Red Cloud	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5198	Republican City	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5199	Rising City	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5200	Riverton	do.	do.	3	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5201	Rockville	do.	do.	3	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5202	Roseland	do.	do.	3	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5203	Rushville	do.	do.	3	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5204	Rusklin	do.	do.	3	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5205	St. Edward	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5206	St. Paul	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5207	Salem	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5208	Sargent	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5209	Schuyler	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5210	Scottsbluff	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5211	Scribner	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5212	Seward	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5213	Shelby	do.	do.	3	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5214	Shelton	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5215	Shickley	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5216	Shubert	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5217	Sidney	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5218	Silver Creek	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5219	Sioux	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5220	Smithfield	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5221	South Omaha	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5222	Spaulding	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5223	Spencer	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5224	Springfield	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000
5225	Springview	do.	do.	4	1	1	2	10	4	5	6	3	5	4	3	4	183	8,000

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NEBRASKA—CON.																				
5220	Stamford.....	High School.....	Dist.....	2	0	1	7	1	1	4	.....	.....	.....	.....	1	2	1	1	150	\$5,100
5227	Stanton.....	Miss Grace Contryman.....	do.....	4	1	3	15	14	9	10	9	5	8	5	8	5	0	3	300	20,500
5228	Staplehurst.....	J. F. Demel.....	do.....	2	0	1	2	2	3	3	.....	.....	.....	.....	3	4	0	0	40	2,500
5229	Steele City.....	Miss Ada D. Cornstock.....	do.....	2	0	1	2	4	3	.....	.....	.....	.....	.....	3	4	1	3	100	.....
5230	Stelmuier.....	Miss Anna Schmidt.....	do.....	1	0	1	14	18	.....	.....	.....	.....	.....	.....	2	3	.....	.....	80	9,500
5231	Stella.....	T. V. Trumbull.....	do.....	3	1	1	13	10	6	8	3	2	.....	.....	2	3	1	1	240	5,125
5232	Stockville.....	C. R. Stryker.....	do.....	2	1	0	4	7	2	4	.....	.....	.....	.....	2	4	2	2	75	1,100
5233	Strang.....	O. M. Johnson.....	do.....	2	1	0	3	6	1	4	.....	.....	.....	.....	1	4	.....	.....	300	5,100
5234	Stratton.....	George A. Marshall.....	do.....	3	1	1	9	9	7	11	4	6	.....	.....	4	6	4	3	900	10,000
5235	Stromsburg.....	Miss Anna L. Hinder- son.....	do.....	4	1	3	9	11	6	13	7	5	3	6	2	5	1	2	500	25,500
5236	Stuart.....	Miss Bessie Eaton.....	do.....	3	0	2	9	9	4	6	5	5	.....	.....	3	5	1	1	200	12,000
5237	Sumner.....	H. G. Stout.....	do.....	2	1	0	0	7	3	3	.....	.....	.....	.....	2	7	.....	.....	300	7,100
5238	Superior.....	Miss Frances Thomp- son.....	do.....	4	2	4	30	29	13	18	6	22	10	16	10	12	5	6	200	60,800
5239	Surprise.....	I. D. Huston.....	do.....	3	1	1	7	5	2	5	0	4	.....	.....	0	4	.....	.....	150	3,350
5240	Sutherland.....	Norval Pearce.....	do.....	3	1	1	7	11	4	0	3	4	.....	.....	3	3	.....	.....	325	1,150
5241	Sutton.....	E. Clippinger.....	do.....	4	1	2	13	10	4	15	0	17	7	8	7	8	1	1	1,000	21,500
5242	Swanton.....	P. L. Graves.....	do.....	3	1	1	2	1	6	4	1	1	.....	.....	1	1	.....	.....	500	14,200
5243	Syracuse.....	V. E. Tyler.....	do.....	4	1	2	9	5	6	3	11	2	7	2	2	1	1	1	300	21,500
5244	Table Rock.....	Miss E. K. Rokahr.....	do.....	4	1	3	9	9	5	9	2	13	2	5	2	5	1	1	850	25,000
5245	Tamaque.....	H. O. Wawell.....	do.....	3	2	0	6	6	5	4	1	.....	.....	.....	0	3	.....	.....	87	10,400
5246	Tamora.....	Wm. Keiser.....	do.....	2	1	0	3	7	0	2	.....	.....	.....	.....	0	2	.....	.....	1,500	2,500
5247	Taylor.....	C. R. Newbecker.....	do.....	2	1	0	3	7	1	3	.....	.....	.....	.....	1	3	1	2	210	1,200
5248	Tecumseh.....	Walker Kiechel.....	do.....	4	2	5	22	29	36	15	15	27	10	21	10	21	8	15	1,000	32,500
5249	Tekamah.....	George F. Williamson.....	do.....	4	2	2	17	22	10	22	7	17	3	11	3	10	.....	.....	800	61,500
5250	Tilden.....	F. H. Price, supt.....	do.....	4	1	2	13	3	16	0	3	8	.....	.....	3	8	2	0	500	21,500
5251	Tobias.....	Elmer Davis.....	do.....	3	1	1	2	8	8	7	4	3	.....	.....	2	3	.....	.....	1,100	5,000
5252	Trenton.....	C. F. White.....	do.....	4	2	1	9	14	0	6	8	3	8	1	8	1	1	1	1,500	20,300
5253	Ulysses.....	E. G. Hopkins.....	do.....	4	1	3	11	9	12	11	7	3	1	2	1	1	1	400	20,300	
5254	Unadilla.....	O. C. De Bolt.....	do.....	2	1	0	3	4	2	4	.....	.....	.....	.....	1	3	.....	.....	35	175

1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317</
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The town schools of New Hampshire are here classified as "township."

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NEW HAMPSHIRE—continued.																				
5299	Bath.....	Miss Anna Whittelsey.	Dist.....	4	0	2	0	2	1	1	4	1	2	1	2	1	0	1	35	84,200
5300	Berlin.....	Fred S. Libbey.....	Dept.....	4	4	8	65	61	30	47	29	20	10	19	10	19	5	1	470	62,400
5301	Bethlehem.....	Dana S. Jordan.....	Dist.....	4	1	0	4	4	4	3	1	2	2	3	2	1	1	1	200	11,500
5302	Canaan.....	Robert J. Streeter.....	do.....	2	1	0	9	6	1	0	0	0	0	0	0	0	0	0	100	2,300
5303	Claremont.....	Anson W. Reider.....	Dept.....	4	2	6	26	20	15	27	14	11	7	14	7	14	3	2	300	48,000
5304	Colebrook.....	do.....	Dist.....	4	2	4	21	21	11	18	9	12	13	16	10	13	3	2	50	49,000
5305	Concord.....	Frank H. Thurston.....	Dist.....	4	1	19	85	100	46	73	43	56	35	46	34	42	9	5	1,100	103,500
5306	Cosmos.....	Chas. F. Cook.....	Twp.....	4	1	4	3	1	4	7	2	6	2	9	2	9	1	0	100	8,000
5307	Dover.....	T. W. Watkins.....	Dept.....	4	2	9	43	64	41	45	29	31	37	40	36	37	19	16	500	106,000
5308	East Androy.....	E. W. Butterfield.....	Dist.....	4	1	1	3	4	3	9	3	5	1	4	1	3	0	2	60	3,105
5309	Enfield.....	John H. Nutter.....	do.....	4	1	1	2	4	3	3	3	3	2	2	0	2	0	0	38	12,150
5310	Exeter.....	Fredrick T. Johnson.....	do.....	4	1	1	5	6	4	4	4	2	2	3	0	0	0	0	300	5,300
5311	Exeter.....	Fredrick T. Johnson.....	Dept.....	4	1	1	32	0	22	0	21	0	15	0	14	0	5	0	500	2,000
5312	Farmington.....	I. R. Howard.....	Dist.....	4	1	3	4	12	3	3	3	5	4	5	4	5	4	0	300	50,500
5313	Franklin.....	Harry Preble Swett.....	Dept.....	5	1	5	35	27	21	19	11	15	17	21	6	14	2	1	123	16,000
5314	Goffstown.....	P. E. Grafton.....	Twp.....	4	1	2	10	10	5	4	7	4	4	4	4	4	2	0	300	10,400
5315	Gorham.....	P. E. Grafton.....	do.....	4	1	2	12	15	4	7	5	9	2	5	2	5	2	2	35	35,200
5316	Groveton.....	John B. Sawyer.....	do.....	4	1	2	8	6	5	10	5	9	2	5	2	5	2	2	57	34,100
5317	Hampstead.....	C. P. Quimby.....	do.....	4	1	1	5	5	1	2	2	0	2	0	2	4	2	4	260	4,800
5318	Hampton.....	C. J. Quimby.....	do.....	4	1	1	12	4	1	10	4	2	2	4	2	4	2	4	100	5,800
5319	Haverhill.....	Blond C. Merry.....	Dist.....	4	2	3	12	12	13	22	9	11	5	12	5	12	5	3	225	35,200
5320	Haverhill.....	Edward B. Cornell.....	Twp.....	4	1	1	9	4	5	3	7	3	3	4	3	4	1	0	40	15,500
5321	Henniker.....	F. H. Lincoln.....	Dist.....	4	1	1	2	6	5	6	3	7	2	1	1	1	1	0	260	10,000
5322	Hillsboro.....	George F. Mordock.....	do.....	4	1	1	10	13	10	6	7	7	2	6	2	6	2	1	100	25,000
5323	Hillsboro Bridge H. S.	do.....	do.....	4	1	1	10	13	10	6	7	7	2	6	2	6	2	1	260	40,000
5324	Hinsdale.....	Edward F. Burdett.....	do.....	4	1	2	4	8	2	5	2	5	4	4	4	4	4	3	250	11,000
5325	Holls.....	do.....	do.....	4	1	1	9	7	1	2	0	3	0	0	0	0	0	0	100	3,200
5326	Jefferson.....	F. Perley Caswell.....	Twp.....	4	1	1	3	3	1	2	0	3	1	2	1	2	1	0	100	12,000
5327	Keene.....	Wm. Harry Watson.....	Dept.....	4	3	7	49	64	26	41	19	27	10	23	9	20	5	3	1,000	27,000
5328	Laconia.....	Verne M. Whitman, M. A.	do.....	4	4	4	21	31	11	10	20	20	9	12	7	10	5	3	360	27,000

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school students.										Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.	
					High-school teachers.		First year.		Second year.		Third year.		Fourth year.		Graduates in 1911.						
					Men.	Women.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
NEW JERSEY—CON.																					
5374	Butler.....	High School.....	Dist.....	4	1	3	17	32	15	19	5	13	5	4	4	4	4	1	350	\$77,000	
5375	Caldwell.....	do.....	do.....	4	2	3	27	20	6	12	9	11	3	5	3	3	2	1	200	66,000	
5376	Camden.....	Manual Training and H. S....	Dept.....	4	13	10	112	170	81	90	50	79	54	40	40	33	3	1	871	128,131	
5377	Cape May.....	High School.....	Dist.....	4	1	0	9	18	8	7	5	13	8	7	3	8	1	1	1,200	40,500	
5378	Cape May C. H....	Middle Township H. S....	Twp.....	4	4	3	8	10	5	10	7	7	4	8	2	2	2	3	600	33,000	
5379	Cedar Grove.....	High School.....	do.....	4	1	1	4	7	2	3	3	1	3	3	3	0	2	0	2,000	2,000	
5380	Cedarville.....	do.....	do.....	4	1	1	10	9	2	4	4	1	3	3	3	3	3	0	150	10,700	
5381	Chatham.....	do.....	do.....	4	1	1	9	15	4	4	4	4	4	5	5	5	5	200	14,350		
5382	Clinton.....	do.....	Dist.....	4	1	5	23	24	10	13	8	10	5	8	3	3	3	225	18,000		
5383	Clinton.....	do.....	Twp.....	4	1	5	4	6	8	7	3	10	5	8	3	3	0	300	5,500		
5384	Closter.....	do.....	Dist.....	4	4	1	11	10	0	5	2	3	0	0	0	0	0	500	5,500		
5385	Collingswood.....	Edward C. Knight H. S....	do.....	4	0	7	23	35	16	18	10	11	10	10	10	10	4	0	510	34,000	
5386	Cranbury.....	High School.....	Twp.....	2	0	2	5	8	0	3	0	3	0	3	0	3	0	3	300	13,500	
5387	Cranford.....	do.....	Fewsmith, A.	4	3	6	25	27	11	9	8	9	4	7	4	7	8	6	900	37,000	
5388	Dennierville.....	do.....	Dist.....	4	1	3	6	3	3	2	3	0	3	0	0	0	0	150	1,500		
5389	Dover.....	Dennis Township H. S....	Twp.....	4	4	3	24	84	27	31	21	20	83	4	15	28	4	2	800	73,803	
5390	Dumont.....	High School.....	Dept.....	4	3	2	15	12	7	8	60	60	20	50	27	47	13	8	50	375,000	
5391	East Orange.....	do.....	Dist.....	4	4	3	163	198	71	80	60	60	60	60	60	60	60	3,476	2,800	3,476	
5392	East Rutherford.....	do.....	Dist.....	4	3	1	10	12	5	10	4	4	4	4	4	4	4	1	0	1,400	20,375
5393	Egg Harbor City.....	do.....	do.....	4	3	0	6	9	5	6	4	4	4	4	4	4	4	4	741	1,500	
5394	Elizabeth.....	High School.....	Dept.....	4	7	13	176	191	85	92	49	70	43	53	38	45	24	1	272	8,263	
5395	Elmer.....	do.....	Dist.....	4	1	1	10	15	8	8	10	10	10	10	10	10	5	3	0	314	1,280
5396	Englewood.....	do.....	B.	4	5	6	53	70	37	52	23	53	21	34	15	24	9	10	900	103,000	
5397	Farmington.....	Reading Academy.....	Dist.....	4	4	3	16	41	8	24	13	11	16	11	16	11	6	1	75	10,500	
5398	Franklin Furnace.....	High School.....	Twp.....	4	3	1	12	10	4	6	8	8	8	8	8	8	8	8	500	30,500	
5399	Freehold.....	do.....	Dist.....	4	4	0	24	27	19	24	19	24	19	24	19	24	19	4	75	12,200	
5400	Frenchtown.....	do.....	do.....	4	2	0	9	18	3	9	18	3	9	18	3	9	18	3	75	12,200	
5401	German Valley.....	do.....	Twp.....	3	1	2	4	6	1	5	4	6	1	5	4	6	1	5	314	1,280	

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NEW JERSEY—con.																				
5449	Newport.....	George W. Bowman.....	Twp.....	3	1	1	16	9	2	11	2	7			2	6	7	3		\$12,800
5450	Newton.....	Howard E. Shimer.....	Dept.....	4	3	5	37	53	21	39	10	26	12	11	12	10	7	3	200	43,000
5451	Nutley.....	W. C. Davis.....	do.....	4	4	3	22	22	15	17	10	14	10	14	2	0	6	0	2,500	68,500
5452	Ocean City.....	J. Elmer Sandt.....	Dist.....	4	1	2	9	8	4	12	8	4	4	3	4	2	2	0	1,000	61,500
5453	Neptune Twp. H. S.....	Miss L. A. Doren.....	Twp.....	4	4	5	38	48	27	39	20	36	21	14	13	13	9	3	2,000	104,640
5454	Oceanic.....	L. B. Wheeler.....	Dist.....	2	1	1	5	8	3	6					0	6		1,300	50,000	
5455	Oxford.....	H. S. Miller.....	Twp.....	3	1	1	5	11	4	5	1	4			1	4		200	7,150	
5456	Palmira.....	A. S. Griffith.....	do.....	4	1	6	28	35	22	19	12	18	12	11	10	11	6	3	400	40,000
5457	Park Ridge.....	A. M. Hulbert.....	Dist.....	4	1	5	13	27	9	19	3	7	0	5	0	5		987	60,500	
5458	Passaic.....	Arthur D. Arnold.....	Dept.....	4	9	18	99	88	72	81	61	34	51	53	31	34	10	17	1,105	325,000
5459	Paterson.....	R. J. Boynton.....	do.....	4	4	9	129	69	63	9	27	4			59	86	17	7	600	300,000
5460	.....do.....	F. H. Reinhardt, Ph. D.....	do.....	4	24	23	521	490	154	211	101	146	59	86	59	86	17	0	200,000	1,650
5461	Paulsboro.....	Richard M. Hartman.....	Dist.....	4	1	1	9	9	4	7	1	4	2	6	2	6	1	1	225	28,500
5462	Peapack.....	E. M. Quintenmyer.....	Twp.....	2	1	1	4	7	1	4			4	2	6	2	6	1	100	5,500
5463	Pemberton.....	Wm. E. Gaskill.....	Dist.....	4	1	3	15	9	8	5	6	1	0	1	0	1	0	1	500	5,500
5464	Penn Grove.....	Warren Maris.....	do.....	4	1	3	85	108	40	58	30	37	22	30	20	25	8	2	490	88,000
5465	Penn Amboy.....	Edgar H. Kleinhaus.....	Dept.....	4	6	7	43	58	40	72	20	23	13	40	11	39	9	1	500	66,500
5466	Phillipsburg.....	C. V. Sloan.....	do.....	4	5	9	90	98	49	69	33	37	22	51	19	42	10	14	1,600	146,000
5467	Plainfield.....	Lindsey Best.....	do.....	4	4	7	21	35	14	16	9	14	11	16	12	8	4	0		
5468	do.....	B. J. Phillips.....	do.....	4	7	4	27	36	11	12	1	4			1	4			325	38,500
5469	Plainfield H. S.....	Miss Carrie B. Ewart.....	Dist.....	3	1	3	27	36	11	12	1	4	5	3	5	3	2	0	370	32,000
5470	Point Pleasant.....	Richard Case.....	do.....	4	1	1	9	17	14	16	6	4	5	3	5	2	1	1	285	6,400
5471	Port Norris.....	George B. Fine.....	Twp.....	3	1	1	5	4	6	2	5	2	4	5	2	2	1	0	350	32,000
5472	Princeton.....	Miss M. T. Vanderbilt.....	Dept.....	4	3	2	17	23	8	18	7	4	9	4	9	4	0	1	1,175	7,316
5473	Ramsey.....	W. D. Tisdale.....	Dist.....	4	1	1	19	21	3	7	1	2	0	3	0	3	0		805	6,200
5474	Barlita.....	George A. West.....	Twp.....	1-3	1	2	3	7	4	1	2	1			2	1				
5475	Ridgedale Park.....	J. M. Winslow, Ph. D.....	do.....	4	1	1	27	23	16	15	2	6	1	3	1	3	0	2	1,200	66,000
5476	Ringwood.....	William Whitney, supt.....	Dept.....	4	2	6	50	57	18	33	14	18	10	16	9	12	8	3	1,100	87,000
5477	Rockaway.....	C. H. Walling.....	Dist.....	4	3	3	12	11	5	9	4	7	11	13	8	1	7	1	478	40,800
5478	Roselle.....	A. S. Davis.....	Twp.....	4	3	3	11	13	11	9	5	7	11	13	8	1	7	1	500	83,000
5479	do.....	Louis De Witt Deyo.....	do.....	4	7	2	7	9	9	8	7	5	3	4	3	3	2	0	900	86,288

[illegible]

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teach-ers.		High-school students.												Gradu-ates pre-pared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Gradu-ates in 1911.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
NEW MEXICO—con.																						
5528	Rowell.....	High School.....	Dept.....	4	3	4	24	33	37	35	22	30	5	15	4	14	2	8	300	\$51,000		
5529	do.....	New Mexico Mil. Institute.....	State.....	4	12	0	40	0	28	0	20	0	22	0	18	0	14	0	600	202,000		
5530	Santa Fe.....	High School.....	Dept.....	4	2	2	13	8	7	13	4	8	2	6	2	6	2	3	256	65,300		
5531	Santa Rosa.....	do.....	Dist.....	4	1	0	4	10	0	0	2	2	0	2	0	2	0	0	50	9,400		
5532	Tucuman.....	do.....	do.....	4	1	1	4	11	3	7	3	0	0	2	0	2	0	2	1,500	38,600		
5533	Wagon Mound.....	do.....	do.....	4	1	1	7	3	4	4	0	0	0	0	0	0	0	100	4,300			
NEW YORK.																						
5534	Adams.....	High School.....	Dist.....	4	2	4	43	42	10	20	6	11	5	7	3	7	2	3	1,616	21,185		
5535	Adams Center.....	do.....	do.....	3	1	1	8	8	3	7	4	5	8	4	4	5	4	1	799	13,890		
5536	Addison.....	do.....	do.....	4	1	4	15	25	7	18	8	13	5	8	4	7	4	5	1,000	46,146		
5537	Alton.....	do.....	do.....	4	1	2	10	18	3	7	3	6	5	0	5	4	2	1	2,600	27,800		
5538	Akron.....	do.....	do.....	4	1	3	27	27	6	9	5	11	5	7	6	7	4	2	1,519	15,682		
5539	Albany.....	do.....	Dept.....	4	13	35	211	252	145	196	119	157	58	100	40	100	3	3	128,500	128,500		
5540	Albion.....	do.....	Dist.....	4	4	6	69	60	33	47	30	24	20	7	19	21	10	3	450	9,625		
5541	Alden.....	do.....	do.....	4	1	2	23	18	9	11	3	1	3	1	3	1	2	1	1,277	9,625		
5542	Alexander.....	Union School.....	do.....	3	1	1	14	15	0	3	0	1	5	5	0	0	0	0	862	7,800		
5543	Alexandria Bay.....	High School.....	do.....	4	4	3	14	14	5	7	5	5	13	18	7	13	5	4	1	966		
5544	Alfred.....	Academy.....	do.....	4	4	5	14	22	10	12	7	8	2	2	2	2	2	0	1,120	15,500		
5545	Allegany.....	High School.....	do.....	4	4	1	9	7	4	12	3	8	2	2	0	2	0	2	2,350	18,260		
5546	Allenstown.....	Union School.....	do.....	4	1	2	9	2	1	4	2	3	0	1	0	1	0	0	585	13,080		
5547	Almond.....	High School.....	do.....	4	4	1	2	4	1	4	3	6	0	1	0	2	0	2	1,220	9,224		
5548	Almonst.....	do.....	do.....	4	4	1	12	13	10	10	10	12	5	8	4	7	2	2	1,450	18,965		
5549	Altmar.....	Union School.....	do.....	2	0	1	4	2	3	2	4	2	5	8	4	7	2	0	1	502	5,500	
5550	Amenia.....	High School.....	do.....	4	4	1	9	14	3	10	4	5	1	6	1	4	2	0	1,598	10,719		
5551	Amsterdam.....	do.....	Dept.....	4	4	10	86	108	33	57	27	33	3	14	20	4	10	1,376	92,100			
5552	Andew.....	Hilton Memorial H. S.....	Dist.....	4	4	1	8	5	10	3	3	0	2	0	2	0	2	0	890	14,500		
5553	Andover.....	High School.....	do.....	4	1	2	8	7	9	0	8	3	0	6	3	6	2	2	2,000	22,000		
5554	Angola.....	do.....	do.....	4	1	3	13	29	7	14	4	8	2	3	2	3	1	0	1,400	20,400		
5555	Ashtutwp.....	do.....	do.....	4	1	3	6	18	9	27	0	6	1	1	1	1	0	1	1,900	30,300		
5556	Ashtutwp.....	do.....	do.....	4	1	3	13	29	7	14	4	8	2	3	2	3	1	0	1,900	30,300		

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NEW YORK—contd.																				
5606	Buffalo.....	Master Park H. S.....	Dept.....	4	7	31	179	212	177	202	130	153	83	96	78	96	29	3	2,478	\$312,950
5607	do.....	Technical High School.....	do.....	4	4	11	133	0	204	0	101	0	63	0	30	0	20	0	829	1,20,650
5608	Burdett.....	Union School.....	Dist.....	3	1	1	5	5	7	4	2	4			2	4			1,106	4,569
5609	Cairo.....	High School.....	do.....	4	1	1	6	4	4	4	2	6	3	6	2	3	0	1	485	3,970
5610	Caledonia.....	A. B.	do.....	4	1	4	24	16	16	15	9	7	4	4	3	4	1	0	1,450	30,800
5611	Callicoon.....	Frank C. Shaw.....	do.....	4	2	1	9	11	0	5	2	3	0	2	0	1	0	1	1,011	11,000
5612	Cambridge.....	J. L. Walchart.....	do.....	4	1	4	21	16	11	29	4	15	2	14	1	14	1	3	625	47,250
5613	Camden.....	John H. Kingsley.....	do.....	4	2	4	45	36	10	18	10	10	8	7	8	7	3	2	2,371	23,750
5614	Camillus.....	Ralph W. Sweetman.....	do.....	4	1	2	3	9	4	9	4	2	3	1	3	1			1,050	12,200
5615	Campbell.....	Charles S. Boardfield.....	do.....	2	1	1	3	0	3	4					2	4			300	4,125
5616	Cannoharie.....	George H. Guinnip.....	do.....	4	1	5	10	18	9	16	5	12	2	23	0	4	0	2	4,543	39,085
5617	Cannoharie.....	John B. Cook.....	Dept.....	4	4	11	72	94	30	70	25	4	1	6	10	22	7	10	7,310	133,568
5618	Canandaigua.....	Luther N. Steele.....	Dist.....	4	1	1	8	9	10	0	3	4	1	8	5	10	2	2	551	19,500
5619	Cannaseraga.....	O. I. Albright.....	do.....	4	1	1	21	32	9	12	3	10	6	12	6	6	6	2	1,245	27,200
5620	Candor.....	J. E. Vincent.....	do.....	4	1	3	47	44	19	34	21	25	10	22	9	19	8	14	625	46,600
5621	Canton.....	S. K. Marsh.....	do.....	4	1	7	41	45	16	7	4	5	3	5	3	5	2	0	1,025	11,000
5622	Cape Vincent.....	Chas. W. Wells, Ph. B.....	do.....	4	1	2	4	10	2	3	3	5	0	6	0	6	0	0	900	15,500
5623	Carmel.....	E. Etienne Beare.....	do.....	4	1	4	23	15	17	8	13	4	25	1	7	1	3	2,688	69,600	
5624	Carthage.....	Sherman L. Howe.....	do.....	4	1	1	4	12	10	8	10	3	2	6	2	6	2	3	1,000	1,606
5625	do.....	Charles F. Simpson.....	do.....	4	1	1	5	18	1	7	1	2	4	10	3	10	1	1	370	5,850
5626	Cassadaga.....	Walter R. Howell.....	do.....	4	1	1	4	10	1	2	1	3	2	4	0	0	0	0	900	1,241
5627	Castile.....	F. R. Foster.....	do.....	4	1	1	5	8	1	4	2	3	5	2	2	3	2	0	600	5,250
5628	Castleton.....	Roy C. Van Donburgh.....	do.....	3	1	1	42	30	25	21	18	5	27	28	13	13	7	0	642	27,600
5629	Cato.....	Curt C. Bowers.....	do.....	4	1	1	12	26	15	18	6	12	2	2	0	0	0	0	4,000	30,000
5630	Cattkill.....	Harry S. Baker.....	do.....	4	1	1	7	2	1	1	1	1	1	1	0	0	0	0	473	6,870
5631	Cattaraugus.....	Henry F. Clinebox.....	Dept.....	4	1	1	5	5	4	9	3	1	3	1	3	0	2	0	800	11,000
5632	Cayuga.....	Benj. F. Clinebox.....	Dist.....	4	1	1	7	2	1	1	1	1	1	1	0	0	0	0	473	6,870
5633	Central Moriches.....	Howard F. Brooks.....	do.....	4	1	1	5	5	4	9	3	1	3	1	3	0	2	0	900	11,000
5634	Central Square.....	Frank B. Grover.....	do.....	4	1	1	11	12	9	7	3	10	1	5	1	5	0	1	584	7,190
5635	Central Valley.....	Theron L. McKnight.....	do.....	2	1	1	4	6	0	2					0	0	1		1,280	4,778

Rank	Name	Age	Height	Weight	Complexion	Education	Occupation	Marital Status	Religion	Political Party	Other
1	Charles H. Smith	25	5' 10"	175	Dark	High School	Teacher	Single	Methodist	Republican	1,452
2	John A. Jones	28	5' 8"	165	Light	High School	Farmer	Married	Baptist	Democrat	1,200
3	William B. Brown	32	5' 11"	180	Dark	High School	Merchant	Married	Presbyterian	Republican	1,150
4	Robert C. White	35	5' 9"	170	Light	High School	Engineer	Married	Methodist	Democrat	1,100
5	James D. Green	38	5' 7"	160	Dark	High School	Doctor	Married	Baptist	Republican	1,050
6	Thomas E. Black	40	5' 6"	155	Light	High School	Lawyer	Married	Methodist	Democrat	1,000
7	George F. Gray	42	5' 5"	150	Dark	High School	Merchant	Married	Baptist	Republican	950
8	Frank R. Hall	45	5' 4"	145	Light	High School	Engineer	Married	Methodist	Democrat	900
9	David P. King	48	5' 3"	140	Dark	High School	Doctor	Married	Baptist	Republican	850
10	Alfred L. Scott	50	5' 2"	135	Light	High School	Lawyer	Married	Methodist	Democrat	800
11	Charles M. Adams	52	5' 1"	130	Dark	High School	Merchant	Married	Baptist	Republican	750
12	William H. Baker	55	5' 0"	125	Light	High School	Engineer	Married	Methodist	Democrat	700
13	Robert J. Carter	58	4' 11"	120	Dark	High School	Doctor	Married	Baptist	Republican	650
14	Thomas K. Evans	60	4' 10"	115	Light	High School	Lawyer	Married	Methodist	Democrat	600
15	George N. Foster	62	4' 9"	110	Dark	High School	Merchant	Married	Baptist	Republican	550
16	Frank O. Gibson	65	4' 8"	105	Light	High School	Engineer	Married	Methodist	Democrat	500
17	David Q. Hall	68	4' 7"	100	Dark	High School	Doctor	Married	Baptist	Republican	450
18	Alfred R. Harris	70	4' 6"	95	Light	High School	Lawyer	Married	Methodist	Democrat	400
19	Charles S. Jones	72	4' 5"	90	Dark	High School	Merchant	Married	Baptist	Republican	350
20	William T. King	75	4' 4"	85	Light	High School	Engineer	Married	Methodist	Democrat	300
21	Robert U. Lee	78	4' 3"	80	Dark	High School	Doctor	Married	Baptist	Republican	250
22	Thomas V. Miller	80	4' 2"	75	Light	High School	Lawyer	Married	Methodist	Democrat	200
23	George W. Moore	82	4' 1"	70	Dark	High School	Merchant	Married	Baptist	Republican	150
24	Frank X. Nelson	85	4' 0"	65	Light	High School	Engineer	Married	Methodist	Democrat	100
25	David Y. Owen	88	3' 11"	60	Dark	High School	Doctor	Married	Baptist	Republican	50
26	Alfred Z. Parker	90	3' 10"	55	Light	High School	Lawyer	Married	Methodist	Democrat	0
27	Charles A. Quinn	92	3' 9"	50	Dark	High School	Merchant	Married	Baptist	Republican	-50
28	William B. Reed	95	3' 8"	45	Light	High School	Engineer	Married	Methodist	Democrat	-100
29	Robert C. Taylor	98	3' 7"	40	Dark	High School	Doctor	Married	Baptist	Republican	-150
30	Thomas D. Walker	100	3' 6"	35	Light	High School	Lawyer	Married	Methodist	Democrat	-200

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	8	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
NEW YORK—con.																						
5684	Dobbs Ferry.....	Hubert N. Terrill.....	Dist.....	4	2	2	11	9	5	15	1	4	3	2	3	2	3	0	1,033	\$4,550		
5685	Dolgeville.....	George C. Perry.....	do.....	4	2	3	16	24	3	18	5	6	6	6	6	6	4	2	1,100	12,500		
5686	Dover Plains.....	H. S. Benson.....	do.....	2	1	1	4	3	2	4	2	6	0	5	0	2	0	1	398	11,825		
5687	Dowansville.....	Z. L. Myers.....	do.....	4	1	1	2	9	2	4	2	6	2	8	2	8	1	1	855	29,690		
5688	Dryden.....	Frank L. Smith (1912).....	do.....	4	1	2	10	20	7	10	3	24	13	7	7	2	8	1	940	11,500		
5689	Dundee.....	J. C. Remondet.....	do.....	4	2	4	22	20	14	13	23	13	17	12	13	17	12	2	2,882	9,728		
5690	Dunkirk.....	N. L. Engelhardt.....	Dist.....	4	1	2	65	74	19	38	23	4	3	1	5	1	5	0	2,096	35,600		
5691	Earlville.....	Roy E. Wilson.....	Dist.....	4	1	2	12	16	6	3	4	10	15	5	9	4	4	1	2,000	25,600		
5692	East Bloomfield.....	R. A. Vandermerman.....	do.....	4	1	1	13	12	25	5	14	10	15	5	9	4	1	2,096	35,600			
5693	East Hampton.....	William M. Wood.....	do.....	4	1	1	7	8	6	7	9	5	8	0	2	2	1	405	9,260			
5694	East Pembroke.....	E. M. McCullough.....	do.....	4	1	1	4	9	2	4	9	4	7	1	6	0	1	594	27,300			
5695	East Randolph.....	James Armstrong.....	do.....	4	1	1	20	22	4	9	4	0	0	1	0	1	0	900	20,300			
5696	East Rochester.....	Mark F. Nutt.....	do.....	4	1	1	4	5	1	2	0	0	2	0	2	0	2	450	10,275			
5697	East Springville.....	Walter F. Nutt.....	do.....	4	1	1	6	6	4	0	2	6	2	0	1	1	0	550	3,600			
5698	East Syracuse.....	Charles B. Sargent.....	do.....	4	1	1	3	5	1	3	0	8	1	1	1	1	0	700	1,610			
5699	East Worcester.....	H. C. Leese.....	do.....	4	1	1	12	17	4	5	2	7	3	0	3	0	1	1,500	10,829			
5700	Eden.....	Floyd R. Thayer.....	do.....	4	1	1	15	11	9	6	4	7	3	0	3	4	1	300	5,200			
5701	Edmonston.....	Ray C. Hall.....	do.....	2	2	0	8	7	2	5	7	4	2	3	2	3	1	0	387	5,200		
5702	Edwards.....	Ward L. Hill.....	do.....	4	1	1	8	8	2	5	6	2	4	2	2	1	0	1,000	25,300			
5703	Elba.....	Walter H. Fowlesland (Opt.).....	do.....	4	1	1	4	9	3	6	2	4	1	2	1	2	1	500	13,575			
5704	Elbridge.....	H. R. Pittman.....	do.....	4	1	2	0	9	3	5	3	2	1	2	1	2	1	250	13,575			
5705	Elizabethtown.....	Morris B. Sanford.....	do.....	4	1	1	5	11	0	4	3	2	0	2	1	2	0	445	16,760			
5706	Elizabethtown Depot.....	A. B. Hecner.....	do.....	4	1	5	30	52	10	18	10	12	4	0	4	6	2	3	28,200			
5707	Ellenville.....	Lloyd A. Rider.....	do.....	4	1	1	17	15	15	20	6	8	6	8	0	8	2	1,084	28,200			
5708	Ellenville.....	Robert Schwab.....	do.....	4	1	1	11	11	7	9	6	5	0	0	0	4	2	850	13,000			
5709	Ellington.....	James D. Dillingham.....	do.....	3-4	11	18	284	273	120	136	70	83	27	40	11	32	5	1,845	102,500			
5710	Elmhurst (L. I.).....	P. R. Parker.....	Dist.....	4	0	22	134	161	124	149	66	90	48	64	37	83	30	4,176	91,918			
5711	Elmira.....	Oleum M. Lee.....	do.....	4	1	3	11	16	8	7	1	3	0	4	0	4	0	1,462	36,780			
5712	Elmira Heights.....	do.....	Dist.....	4	1	3	11	16	8	7	1	3	0	4	0	4	0	1,462	36,780			

[illegible]

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NEW YORK—con.																				
5761	High School.	Willard W. Andrews.	Dist....	4	1	4	14	13	14	26	10	13	4	5	2	3	2	3	2,800	\$35,000
5762	do.	Seward S. Travis.	do.....	4	2	4	28	29	10	9	10	9	5	7	5	7	4	0	1,335	29,255
5763	Greenwich.	C. I. Morey, A. M.	do.....	4	1	4	40	43	14	16	9	10	12	3	12	3	4	0	600	63,500
5764	do.	N. G. West, B. A.	do.....	4	1	3	15	18	4	3	4	3	3	5	2	4	2	1	1,586	22,579
5765	Groton.	James A. Rourke.	do.....	4	2	4	11	13	9	13	7	12	6	7	6	7	1	812	30,043	
5766	Groveland High School.	Clinton W. Perry.	do.....	4	1	1	5	3	0	3	1	1	0	0	0	0	0	900	5,500	
5767	Union School.	J. S. Childs.	do.....	3	1	1	3	6	2	4	2	1	0	0	2	2	1	780	5,540	
5768	Hamburg.	A. H. Downey.	do.....	4	1	5	36	37	9	14	3	13	2	9	2	1	5	1,150	102,000	
5769	Hamilton.	Frank M. Markham.	do.....	4	1	3	6	20	6	14	4	8	1	6	1	3	250	40,500		
5770	Hammond.	A. C. Farlinger.	do.....	4	1	1	3	16	3	12	2	4	2	3	2	2	1	310	35,150	
5771	Hammondsport.	Myron C. Plough.	do.....	4	1	2	12	15	14	9	7	21	1	5	4	7	1	685	28,660	
5772	do.	C. W. Baker.	do.....	4	1	5	10	18	8	13	1	7	1	8	0	5	1	1,400	20,650	
5773	Hartman.	S. Albert Johnson.	do.....	2	1	0	7	6	5	2	3	7	0	0	5	2	1	900	11,350	
5774	do.	George U. Hill.	do.....	4	1	1	3	5	3	7	3	7	0	0	0	0	1	600	2,100	
5775	Hartsville.	Charles J. Otis.	do.....	4	1	1	4	3	6	7	1	3	5	1	3	1	2	700	15,100	
5776	Union School.	Miss M. Berna Hunt.	do.....	4	0	2	6	5	1	3	0	3	3	7	3	7	3	686	4,400	
5777	do.	Avolo H. Pratt.	do.....	3	1	1	4	10	6	5	4	8	4	4	4	7	3	800	4,480	
5778	Hastings on Hudson.	W. R. Williams.	do.....	4	2	4	19	24	12	13	7	5	4	4	2	3	2	700	.....
5779	Haverstraw.	L. O. Markham.	Dept....	4	1	10	30	36	22	28	11	16	8	20	4	19	2	1,425	99,000	
5780	do.	Adrian H. Courtenay.	do.....	4	3	6	16	18	7	9	8	14	6	9	5	7	3	1,013	65,500	
5781	Union School.	Frank M. Carr.	Dist....	2	1	1	9	8	6	0	10	6	5	3	6	4	0	400	21,200	
5782	Herkimer.	Miss Marcella M. Foley.	Dept....	4	2	6	40	47	32	40	10	16	6	19	3	17	3	868	21,464	
5783	do.	Harvey W. Strayer.	Dist....	4	1	1	0	3	4	2	2	2	2	2	2	2	1	600	8,000	
5784	Heuvelton.	Herbert H. Crozier.	do.....	4	1	1	4	6	4	0	6	5	3	5	3	5	1	400	8,200	
5785	Hicksville.	G. Hubert Jones.	do.....	2	1	1	5	10	1	4	0	7	0	0	0	0	1	700	15,500	
5786	Highland.	W. G. Crutshank.	do.....	4	1	2	5	12	3	11	0	13	0	14	0	4	0	1,166	26,000	
5787	Highland Falls.	S. K. Brown.	do.....	4	1	4	12	14	15	11	3	15	11	10	8	4	2	1,159	7,720	
5788	Hillsdale.	Harold S. Lasell.	do.....	4	1	1	5	7	2	3	5	3	2	3	2	3	2	200	9,000	
5789	Hinsdale.	Raymond A. Brown.	do.....	4	1	1	3	6	2	5	2	2	0	0	2	3	0	200	9,000	
5790	Hobart.	G. Everett Patrie.	do.....	4	1	1	7	6	4	4	2	2	0	0	0	0	2	1,560	8,600	

5791	Union School.	Francis M. Smith	4	1	1	5	10	2	0	4	2	2	7	1	7	1,800	
5792	High School	J. I. Meeker	4	1	3	18	22	17	20	0	11	3	7	3	6	11,200	
5793	Academy	Jullian M. Round	4	2	0	24	20	31	32	18	12	6	9	6	2,947		
5794	High School	Le Grange B. Hough-	4	1	2	3	3	1	0	2	1	0	2	0	1	580	
	ton.																
5795	do	Charles C. o-neck	4	1	3	0	32	12	14	5	14	5	4	10	3	1,300	
5796	do	Edgar S. Harvey	4	3	0	38	31	45	14	22	12	14	12	14	5	28,700	
5797	do	Edgar S. Redman	4	2	15	62	72	60	62	40	47	34	41	13	20	6	1,759
5798	do	O. T. Butler	4	2	5	23	30	20	26	5	7	0	4	6	6	1,972	
5799	do	Charles S. Williams	4	3	5	23	30	20	26	5	7	0	4	6	6	1,457	
5800	do	George A. Duggals	4	3	5	23	30	20	26	5	7	0	4	6	6	51,000	
5801	do	Walter E. Toon	4	4	1	30	40	15	34	7	13	11	5	8	14	1	2,364
5802	do	H. M. Schwartz	4	1	1	80	50	22	32	5	20	3	11	2	1	2	925
5803	do	John W. McCormack	4	2	7	42	50	30	40	12	20	14	21	3	1	5	965
5804	do	Gordon B. Springer	4	1	6	7	7	3	2	2	3	1	3	1	3	0	748
5805	do	Miss Maude J. West	4	1	2	7	11	6	9	1	6	0	2	0	2	540	
5806	do	Fred J. Bierce	4	1	0	3	5	9	1	6	3	1	3	1	3	0	660
5807	do	Charles W. Vandegriff	4	3	3	17	22	13	7	6	3	2	1	2	0	345	
5808	do	Frank D. Boynton	4	2	3	18	13	7	8	2	5	2	2	0	1	1,887	
5809	do	Theodore C. Mitchell	4	5	15	117	116	94	88	86	67	70	76	48	54	3,350	
5810	do	Milton J. Fletcher	4	17	20	178	379	98	210	42	129	26	77	22	68	9	5,826
5811	do	Orlando J. Ives (1912)	4	7	19	202	229	67	96	24	43	21	52	10	34	8	1,800
5812	do	Lewis W. Lawrence	4	1	6	6	6	3	4	0	0	0	0	0	0	0	1,800
5813	do	Floyd C. Sherman	4	3	10	70	58	45	43	20	18	24	25	10	17	5	6,616
5814	do	T. E. Morgan	4	1	11	9	3	10	9	4	1	6	1	4	1	0	650
5815	do	Katonah	4	1	5	14	17	7	5	1	9	3	3	3	3	0	4,157
5816	do	J. W. Blackmon	4	1	2	7	6	2	6	2	2	1	2	1	1	1	289
5817	do	Charles K. Moulton	4	1	6	106	106	60	70	35	49	10	18	14	18	0	1,589
5818	do	Norman C. Gile	4	2	7	61	77	18	34	14	18	10	14	10	14	0	2,200
5819	do	Elliott Baker	3	1	12	9	2	1	0	0	1	1	1	1	1	1	58,850
5820	do	Miss Phoebe G. Has-	3	0	2	1	10	2	2	1	5	...	...	...	...	1,385	
	sell.															33,000	
5821	do	William C. Fayette	4	1	6	27	35	16	16	3	7	1	4	1	2	0	2,904

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Class:Location.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
NEW YORK—con.																						
5840	Long Island City	Peter E. Demarest, Pd. D.	Dept....	4	9	31	346	427	179	151	86	112	44	77	23	28	16	4	4,576	\$320,250		
5841	Longlake.....	John C. Malloch.....	Dist.....	4	1	1	4	5	2	1	0	3	0	1	0	1			1,415	16,650		
5842	Longlowville.....	William Maloney.....	do.....	4	1	1	4	4	4	4	3	3	0	0	0			400	8,950			
5843	Luzerne.....	James A. Clark, Jr.....	do.....	4	1	2	7	13	11	3	7	3	1	3	1	3			600	21,500		
5844	Lynbrook.....	Charles D. Vostburgh.....	do.....	4	1	3	13	17	9	19	5	16	8	6	4	6	3	4	475	16,950		
5845	Lyndonville.....	John J. Kay.....	do.....	4	1	1	3	14	17	0	2	0	0	0	0	0	0	1	620	16,000		
5846	Lyon Mountain.....	M. A. Halahan.....	do.....	4	4	3	45	54	9	15	10	9	4	10	3	4	2	1	1,000	11,000		
5847	Lysander.....	Edward W. Arnold.....	Dept.....	4	2	1	7	5	2	1	10	10	0	2	0	0	0	2	5,631	67,000		
5848	McGraw.....	Charles W. Ellis, Jr.....	do.....	4	1	1	4	5	6	8	10	10	0	2	0	0	0	2	678	2,980		
5849	McLean.....	Elmer J. Seever.....	do.....	4	1	0	3	10	0	0	2	0	0	0	0	0	0	2	700	10,300		
5850	Macdon.....	Frederick K. Crane.....	do.....	4	1	1	11	9	1	7	2	6	4	7	4	7	4	2	718	16,400		
5851	Madison.....	W. B. Hall.....	do.....	4	1	2	7	11	4	13	4	6	4	7	4	7	4	2	1,100	6,475		
5852	Madison.....	C. E. J. Kitts.....	do.....	4	1	1	4	5	0	1	1	3	3	0	0	3	0	1	736	7,400		
5853	Madison.....	Weldon E. Howitt (1912).	do.....	4	1	2	3	11	8	15	2	6	0	3	0	3	0	1	975	10,275		
5854	Madrid.....	L. F. Hodge.....	Dept.....	4	4	0	59	61	24	40	15	28	17	22	15	20			300	46,150		
5855	Madison.....	E. W. Shaler.....	do.....	4	4	4	25	22	9	9	1	9	6	7	6	7	4	0	2,455	35,855		
5856	Madison.....	Frederick E. Bellows.....	Dist.....	4	1	3	12	10	4	5	3	8	0	5	0	5			962	71,350		
5857	Madison.....	W. H. Powlesland (1912).	do.....	4	1	3	14	19	8	9	4	5	3	4	3	4	2	2	1,878	50,400		
5858	Marathon.....	Herman E. Bradley.....	do.....	4	1	2	5	8	5	5	4	6	2	5	2	3	1	0	146	11,450		
5859	Marathon.....	Fred L. Pitts.....	do.....	4	1	1	19	10	14	13	9	13	7	11	6	7	3	5	1,170	7,580		
5860	Marquetteville.....	Lincoln R. Long.....	do.....	4	1	3	13	14	13	13	1	3	8	3	7	0	2	500	9,100			
5861	Marquetteville.....	Edward G. Soper.....	do.....	4	1	2	9	17	1	4	0	3	1	0	1	0	1	0	982	4,334		
5862	Marquetteville.....	David D. Taylor.....	do.....	4	1	5	6	6	1	1	13	15	12	12	1	6	5	0	983	30,280		
5863	Marquetteville.....	D. Howard Taylor.....	do.....	4	2	4	24	26	22	31	13	15	12	12	12	6	6	0	533	64,400		
5864	Massena.....	Seymour B. Everts.....	Dept.....	4	1	3	17	17	11	11	8	10	7	12	2	8			1,714	47,925		
5865	Massena.....	Edmund P. Keeler.....	Dist.....	4	1	1	0	4	7		9	3	8	2	2	5	1	0	200	4,000		
5866	Mayfield.....	H. E. Perkins.....	do.....	4	1	4	13	13	6		3	8	2	3	2	3	1	0	1,000	30,000		
5867	Mayville.....		do.....	4	1	3																

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
NEW YORK—con.																					
5914 Niagara Falls.....	High School.....	J. B. Laidlaw.....	Dept.....	4	8	22	171	177	70	91	40	53	25	60	25	35	19	9	1,500	\$220,000	
5915 Nichols.....	do.....	C. L. Bailey.....	Dist.....	4	1	1	2	3	3	5	3	3	0	1	0	1	0	1	850	6,400	
5916 North Bangor.....	Union School.....	Weldon E. Howitt.....	do.....	3	1	1	8	6	2	5	0	2			0	0			494	5,200	
5917 North Brookfield.....	do.....	Orio H. Perry.....	do.....	3	1	1	3	5	3	5	3	1			2	1	1	0	618	3,900	
5918 North Cohocton.....	North Cohocton and Atlanta High School.....	O. C. Presler.....	do.....	4	2	2	8	10	7	8	5	4	3	6	2	5			1,108	10,400	
5919 North Collins.....	do.....	E. D. Ormsby.....	do.....	4	1	2	18	8	2	10	2	2	2	1	2	1	2	1	1,027	9,850	
5920 North Creek.....	do.....	Daniel M. Blue.....	do.....	4	1	1	6	11	8	7	9	4	2	2	2	2	1	0	960	7,218	
5921 North Lawrence.....	do.....	John W. Crowley.....	do.....	4	1	1	2	4	1	6	2	3	0	5	0	1			700	9,200	
5922 Northport.....	do.....	J. Stanton Kingsley.....	do.....	4	1	4	15	14	10	18	5	13	8	5	4	5	4	1	3,218	31,500	
5923 North Tarrytown.....	do.....	Charles A. Benedict.....	Dept.....	4	2	3	15	26	6	10	3	2	2	0	2	0	2	0	2,413		
5924 North Tonawanda.....	do.....	Edward P. Smith.....	do.....	4	4	9	60	40	36	37	21	18	12	14	14	24	9	11	1,426	121,000	
5925 Norwich.....	do.....	Adrian L. Hill.....	do.....	4	1	9	53	67	29	39	18	24	14	27	9	15	4	4			
5926 Norwood.....	do.....	Charles A. Coons.....	Dist.....	4	1	3	10	18	12	19	4	6	9	7	8	6	6	4	1,042	28,350	
5927 Nunda.....	do.....	C. L. Hebron.....	do.....	4	2	6	45	61	14	14	8	10	12	6	11	13	6	2	1,600	19,900	
5928 Oakfield.....	do.....	Edward J. Bonner.....	Dept.....	4	4	2	9	8	12	10	4	12	13	6	3	3	2	1	800	8,600	
5929 Ocean Side.....	do.....	John R. Palmer.....	Dist.....	4	2	1	2	10	1	5	1	5	1	2	1	0	1	1,495			
5930 Olean.....	do.....	Robert L. Weaver, A.M.....	do.....	4	4	16	73	65	42	55	37	42	35	41	21	37	10	13	1,500	117,000	
5931 Oneida.....	do.....	Fred E. Emmons.....	Dept.....	5	4	5	47	57	32	35	19	21	18	23	12	18	5	9	6,840	49,850	
5932 Oneida.....	do.....	Burton P. Fowler.....	do.....	4	3	9	59	100	22	51	12	26	12	19	12	19	12	1			
5933 Onondaga Valley.....	Free Academy.....	R. E. Morris.....	do.....	4	4	3	23	29	12	24	3	15	3	11	2	10	1	6	1,561	23,000	
5934 Oswego.....	High School.....	Roy B. Kelley.....	Dist.....	4	2	2	6	18	3	10	1	8	4	7	4	7	3	4	1,000	15,000	
5935 Orchard Park.....	do.....	Frederick W. Pearce, A.B.....	do.....	4	1	1	9	11	3	3	3	1	2	3	2	2			1,139	7,150	
5936 Oriskany.....	Union School.....	James M. Reed.....	do.....	4	1	1	5	8	3	3	0	4			0	4			1,454	13,492	
5937 Oriskany Falls.....	do.....	Orson C. Babbitt.....	do.....	3	1	1	8	4	3	5	1	3			1	2			791	10,500	
5938 Oswego.....	do.....	Ralph D. Montgomery.....	do.....	3	1	1	8	4	3	5	1	3			0	4					
5939 Owego.....	High School.....	H. J. Ackerman.....	Dept.....	4	4	3	31	40	20	31	25	12	14	13	13	9	7	1			
5940 Oswegatchie.....	Union School.....	L. D. York.....	Dist.....	4	1	1	5	7	5	5	2	3	0	3	0	2	0	2	700	3,500	
5941 Oswego.....	High School.....	Charles Owen.....	do.....	4	1	1	3	4	3	4	4	4	0	3	0	2	0		400	15,100	

TABLE 35. — *Public high schools reporting for the school year ended June, 1911—Continued.*

Year	Location	Name	Principal	Classification	Years in course	High-school teachers		High-school students								Graduates in 1911		Graduates prepared for college	Volumes in library	Value of property
						Men	Women	First year		Second year		Third year		Fourth year		Boys	Girls				Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NEW YORK—cont.																				
1901	Albany	High School	Harry J. Carman	Dist.	4	1	3	16	10	6	18	3	5	3	7	3	7	3	6	700
1902	Albany	Union School	I. H. Agard	do.	4	1	1	14	9	1	2	3	1	0	3	0	3	3	1,027	
1903	Albany	High School	Leicester C. Newton	do.	4	1	4	20	26	7	10	3	9	3	6	3	4	4	25,000	
1904	Albany	do.	Isaac N. Fuller	Dist.	4	14	20	212	312	96	158	88	98	23	70	9	25	8	7	
1905	Albany	do.	C. M. Smith	do.	4	1	1	6	6	3	7	3	5	1	3	0	3	0	2	
1906	Albany	Union School	Wm. T. McNulty	do.	2	1	1	5	6	2	5	4	4	3	4	2	5	400		
1907	Albany	High School	D. B. Lockner	do.	4	1	2	6	8	2	4	4	4	3	4	1	1	900		
1908	Albany	do.	Earl B. Robinson	do.	4	1	2	22	21	11	17	10	9	7	6	6	3	1	1,325	
1909	Albany	East High School	A. B.	Dist.	4	24	36	201	210	160	174	148	155	130	151	63	73	57	23	
1910	Albany	West High School	William M. Bennett	do.	4	10	30	163	203	133	182	80	104	82	96	82	53	32	13	
1911	Albany	South Side High School	William S. Covert	Dist.	4	1	5	23	24	13	15	6	10	7	7	1	7	1	3	
1912	Albany	Free Academy	A. B.	do.	4	3	11	89	125	37	45	21	21	30	23	27	15	12	6	
1913	Albany	High School	C. J. Holson	Dist.	4	2	1	4	11	0	7	4	5	2	1	3	1	0	0	
1914	Albany	do.	Walter J. Muller	Dist.	4	1	3	9	10	7	8	1	5	2	11	1	2	1	0	
1915	Albany	do.	P. S. Ault	do.	4	1	1	6	2	3	3	3	3	3	0	6	0	6	0	
1916	Albany	Union School	W. N. Perkins	do.	4	1	1	6	4	3	5	3	3	3	2	2	2	0	2	
1917	Albany	do.	E. C. B. Adams	do.	4	1	2	4	19	3	8	2	6	2	1	2	1	1	0	
1918	Albany	do.	L. C. Stierer	do.	4	1	2	4	1	10	8	0	11	2	5	2	5	0	0	
1919	Albany	do.	Edward P. Corbit	do.	4	1	2	8	0	3	5	2	6	2	2	0	2	0	2	
1920	Albany	Union School	Page Cole	do.	4	1	2	10	21	2	3	5	2	2	2	0	2	0	120	
1921	Albany	High School	Forrest T. Huitt	Dist.	4	1	3	9	4	4	4	4	1	2	5	11	1	6	664	
1922	Albany	do.	H. W. Cugler	Dist.	4	1	3	5	3	3	3	3	2	2	0	2	0	2	588	
1923	Albany	High School	Grover C. Earl	do.	4	1	3	16	20	12	10	7	8	15	5	0	5	0	1,200	
1924	Albany	do.	W. L. West	do.	4	1	6	17	19	12	16	8	15	3	13	3	3	5	15,500	
1925	Albany	do.	John L. Blood	do.	4	1	2	8	9	3	8	4	6	1	4	0	7	0	1,524	
1926	Albany	do.	A. W. Fortune	do.	4	1	2	44	44	22	37	17	25	15	13	7	9	8	4	
1927	Albany	do.	Seymour B. Smith	Dist.	4	1	3	13	16	6	12	7	4	10	4	14	1	4	960	
1928	Albany	Washington Academy	Miss Mildred G. Pratt	do.	4	0	5	32	53	22	25	3	4	5	2	3	0	2	4,180	
1929	Albany	do.	L. M. Gast	do.	4	5	5	32	53	22	25	3	4	5	5	2	3	0	4,180	

Rank	Name	Age	Height	Weight	Time	Score	Points	Notes
1	Bayville	18	5' 10"	160	1:15	100	100	Bayville
2	Bayville	18	5' 10"	160	1:15	100	100	Bayville
3	Bayville	18	5' 10"	160	1:15	100	100	Bayville
4	Bayville	18	5' 10"	160	1:15	100	100	Bayville
5	Bayville	18	5' 10"	160	1:15	100	100	Bayville
6	Bayville	18	5' 10"	160	1:15	100	100	Bayville
7	Bayville	18	5' 10"	160	1:15	100	100	Bayville
8	Bayville	18	5' 10"	160	1:15	100	100	Bayville
9	Bayville	18	5' 10"	160	1:15	100	100	Bayville
10	Bayville	18	5' 10"	160	1:15	100	100	Bayville
11	Bayville	18	5' 10"	160	1:15	100	100	Bayville
12	Bayville	18	5' 10"	160	1:15	100	100	Bayville
13	Bayville	18	5' 10"	160	1:15	100	100	Bayville
14	Bayville	18	5' 10"	160	1:15	100	100	Bayville
15	Bayville	18	5' 10"	160	1:15	100	100	Bayville
16	Bayville	18	5' 10"	160	1:15	100	100	Bayville
17	Bayville	18	5' 10"	160	1:15	100	100	Bayville
18	Bayville	18	5' 10"	160	1:15	100	100	Bayville
19	Bayville	18	5' 10"	160	1:15	100	100	Bayville
20	Bayville	18	5' 10"	160	1:15	100	100	Bayville
21	Bayville	18	5' 10"	160	1:15	100	100	Bayville
22	Bayville	18	5' 10"	160	1:15	100	100	Bayville
23	Bayville	18	5' 10"	160	1:15	100	100	Bayville
24	Bayville	18	5' 10"	160	1:15	100	100	Bayville
25	Bayville	18	5' 10"	160	1:15	100	100	Bayville
26	Bayville	18	5' 10"	160	1:15	100	100	Bayville
27	Bayville	18	5' 10"	160	1:15	100	100	Bayville
28	Bayville	18	5' 10"	160	1:15	100	100	Bayville
29	Bayville	18	5' 10"	160	1:15	100	100	Bayville
30	Bayville	18	5' 10"	160	1:15	100	100	Bayville
31	Bayville	18	5' 10"	160	1:15	100	100	Bayville
32	Bayville	18	5' 10"	160	1:15	100	100	Bayville
33	Bayville	18	5' 10"	160	1:15	100	100	Bayville
34	Bayville	18	5' 10"	160	1:15	100	100	Bayville
35	Bayville	18	5' 10"	160	1:15	100	100	Bayville
36	Bayville	18	5' 10"	160	1:15	100	100	Bayville
37	Bayville	18	5' 10"	160	1:15	100	100	Bayville
38	Bayville	18	5' 10"	160	1:15	100	100	Bayville
39	Bayville	18	5' 10"	160	1:15	100	100	Bayville
40	Bayville	18	5' 10"	160	1:15	100	100	Bayville
41	Bayville	18	5' 10"	160	1:15	100	100	Bayville
42	Bayville	18	5' 10"	160	1:15	100	100	Bayville
43	Bayville	18	5' 10"	160	1:15	100	100	Bayville
44	Bayville	18	5' 10"	160	1:15	100	100	Bayville
45	Bayville	18	5' 10"	160	1:15	100	100	Bayville
46	Bayville	18	5' 10"	160	1:15	100	100	Bayville
47	Bayville	18	5' 10"	160	1:15	100	100	Bayville
48	Bayville	18	5' 10"	160	1:15	100	100	Bayville
49	Bayville	18	5' 10"	160	1:15	100	100	Bayville
50	Bayville	18	5' 10"	160	1:15	100	100	Bayville
51	Bayville	18	5' 10"	160	1:15	100	100	Bayville
52	Bayville	18	5' 10"	160	1:15	100	100	Bayville
53	Bayville	18	5' 10"	160	1:15	100	100	Bayville
54	Bayville	18	5' 10"	160	1:15	100	100	Bayville
55	Bayville	18	5' 10"	160	1:15	100	100	Bayville
56	Bayville	18	5' 10"	160	1:15	100	100	Bayville
57	Bayville	18	5' 10"	160	1:15	100	100	Bayville
58	Bayville	18	5' 10"	160	1:15	100	100	Bayville
59	Bayville	18	5' 10"	160	1:15	100	100	Bayville
60	Bayville	18	5' 10"	160	1:15	100	100	Bayville
61	Bayville	18	5' 10"	160	1:15	100	100	Bayville
62	Bayville	18	5' 10"	160	1:15	100	100	Bayville
63	Bayville	18	5' 10"	160	1:15	100	100	Bayville
64	Bayville	18	5' 10"	160	1:15	100	100	Bayville
65	Bayville	18	5' 10"	160	1:15	100	100	Bayville
66	Bayville	18	5' 10"	160	1:15	100	100	Bayville
67	Bayville	18	5' 10"	160	1:15	100	100	Bayville
68	Bayville	18	5' 10"	160	1:15	100	100	Bayville
69	Bayville	18	5' 10"	160	1:15	100	100	Bayville
70	Bayville	18	5' 10"	160	1:15	100	100	Bayville
71	Bayville	18	5' 10"	160	1:15	100	100	Bayville
72	Bayville	18	5' 10"	160	1:15	100	100	Bayville
73	Bayville	18	5' 10"	160	1:15	100	100	Bayville
74	Bayville	18	5' 10"	160	1:15	100	100	Bayville
75	Bayville	18	5' 10"	160	1:15	100	100	Bayville
76	Bayville	18	5' 10"	160	1:15	100	100	Bayville
77	Bayville	18	5' 10"	160	1:15	100	100	Bayville
78	Bayville	18	5' 10"	160	1:15	100	100	Bayville
79	Bayville	18	5' 10"	160	1:15	100	100	Bayville
80	Bayville	18	5' 10"	160	1:15	100	100	Bayville
81	Bayville	18	5' 10"	160	1:15	100	100	Bayville
82	Bayville	18	5' 10"	160	1:15	100	100	Bayville
83	Bayville	18	5' 10"	160	1:15	100	100	Bayville
84	Bayville	18	5' 10"	160	1:15	100	100	Bayville
85	Bayville	18	5' 10"	160	1:15	100	100	Bayville
86	Bayville	18	5' 10"	160	1:15	100	100	Bayville
87	Bayville	18	5' 10"	160	1:15	100	100	Bayville
88	Bayville	18	5' 10"	160	1:15	100	100	Bayville
89	Bayville	18	5' 10"	160	1:15	100	100	Bayville
90	Bayville	18	5' 10"	160	1:15	100	100	Bayville
91	Bayville	18	5' 10"	160	1:15	100	100	Bayville
92	Bayville	18	5' 10"	160	1:15	100	100	Bayville
93	Bayville	18	5' 10"	160	1:15	100	100	Bayville
94	Bayville	18	5' 10"	160	1:15	100	100	Bayville
95	Bayville	18	5' 10"	160	1:15	100	100	Bayville
96	Bayville	18	5' 10"	160	1:15	100	100	Bayville
97	Bayville	18	5' 10"	160	1:15	100	100	Bayville
98	Bayville	18	5' 10"	160	1:15	100	100	Bayville
99	Bayville	18	5' 10"	160	1:15	100	100	Bayville
100	Bayville	18	5' 10"	160	1:15	100	100	Bayville

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911.—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.	Second year.	Third year.	Fourth year.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NEW YORK—CON.																				
6070 Tomkins Cove.....	High School.	Thos. J. Wagner	Dist.	4	1	1	4	0	2	0	0	0	0	0	9	11	7	1	235	\$ 865
6071 Tonawanda.....	do.	Ralph Mosher	Dept.	4	2	9	47	69	24	30	19	23	11	18	0	0	0	0	300	3,700
6072 Troupsburg.....	Union School.	Benjamin G. Lader	Dist.	3	1	1	13	11	5	2	0				0	0	0		500	
6073 Troy.....	High School.	Martin H. Walrath, M.A.	Dept.	4	9	18	115	104	57	68	56	62	43	46	40	41	20	13	2,055	116,000
6074 do.	Lansingburg High School.	N. K. White	do.	4	3	7	63	39	25	31	28	26	28	23	10	8	8	2	610	21,920
6075 Trumansburg.....	High School.	Francis C. Byrn	Dist.	4	1	3	16	25	14	20	12	5	10	3	10	3	2	1,896	250	6,000
6076 Truxton.....	Union School.	Horace N. Willey	do.	3	1	1	2	7	4	8	1	2			0	1			1,000	30,500
6077 Tuckahoe.....	Waverly High School.	S. C. Kimm, Ph. D.	do.	4	2	3	6	17	2	3	5	4	1	0	1	0			1,000	30,500
6078 Tully.....	do.	M. E. Hinman	do.	4	1	2	14	16	10	8	6	7	2	4	5	1	2	0	1,200	26,500
6079 Tupper Lake.....	do.	B. D. McCormick (1911).	do.	4	1	1	5	5	1	3	1	1	4	1	1	3	1	0	650	1,950
6080 Turin.....	Union School.	Arnold L. Richardson	do.	4	1	2	10	8	4	9	2	3	1	1	1	1	1	1	1,209	42,500
6081 Tuxedo Park.....	High School.	Edward D. Myers	do.	4	1	1	5	5	1	3	1	1	1	1	1	1	1	0	1,084	
6082 Unadilla.....	do.	Frank Stanbro	do.	4	1	6	20	21	22	21	8	14	3	5	2	2	2	2	1,023	
6083 Union.....	Union-Endicott High School.	L. R. Mooney	do.	4	1	1	5	6	6	11	0	4	0	0	1	0			1,378	3,300
6084 Valley Falls.....	High School.	Bayard Matthews (1912).	do.	4	1	1	9	6	4	2	1	4	4	0	1	0			1,700	7,640
6085 Venetia.....	Union School.	E. A. Bingham	do.	4	1	1	5	6	4	11	5	4	4	0	2	0			1,500	5,700
6086 Verona.....	do.	M. S. Van Campen	do.	4	1	1	5	4	1	3	3	5	5	12	5	3	7	2	1,800	9,900
6087 Victor.....	do.	F. E. Mathewson	do.	4	1	1	19	10	12	5	11	0			0				2,452	22,500
6088 Washington.....	do.	Charles D. Marsh	do.	4	1	1	5	10	6	11	7	12	1	0	0				2,880	24,500
6089 Wadon.....	do.	A. E. Brainerd	do.	4	1	4	16	6	5	11	9	11	1	0	0				670	8,245
6090 Walton.....	do.	Frederick R. Benedict	do.	4	1	1	10	9	11	13	6	7	3	0	0				800	
6091 Walworth.....	do.	Frederick R. Darling	do.	4	2	10	48	31	39	17	11	18	25	0	15	2	9	2	1,740	16,000
6092 Wapporters Falls.....	Union School.	Wm. W. Lewis	do.	4	1	1	42	20	35	8	8	8	7	8	7	3	2	0	1,700	43,000
6093 Wapporters Union School.	do.	William J. Hallard	do.	4	1	1	23	14	17	16	8	6	8	4	7	3	6	1	1,180	47,800
6094 Warner.....	High School.	C. F. Axmann	do.	4	1	1	12	4	10	0	8				0	5			618	1,700
6095 Warrensburg.....	do.	John B. Chilson	do.	4	1	1	21	13	14	11	9	6	4	5	4	5	3	3	500	20,100
6096 Warsaw.....	do.	George W. Claster	do.	4	1	1	13	12	4	10	0	8			0				683	61,700
6097 Warwick.....	Institute.	Clifford L. Haight	do.	4	2	1	21	13	14	11	9	6	4	5	4	5	3	3	500	20,100
6098 Washingtonville.....	Union School.	K. E. Bello	do.	4	1	1	21	13	14	11	9	6	4	5	4	5	3	3	500	20,100
6099 Waterford.....	High School.	Floyd E. Clifton	Dept.	4	2	1	21	13	14	11	9	6	4	5	4	5	3	3	500	20,100
6100 Waterloo.....	do.	Dwight B. Williams	do.	4	3	7	30	36	20	23	10	17	8	12	8	12	6	8	583	61,700

6101	Watertown	Union School	F. D. Fairbank	4	1	3	5	6	4	1	4	0	1	1	0	1	537	2,540	
6102	Waterville	High School	A. Wesley Armitage	4	2	11	13	15	18	15	14	21	1	1	10	529	3,500		
6103	Waterville	do.	Fred W. Crumley	4	2	11	46	72	18	18	14	38	8	18	5	5,000	76,000		
6104	Watkins	do.	John A. Beane	4	2	3	36	33	5	21	4	12	5	10	1	715	46,000		
6105	Waterville	do.	P. C. Mosier	4	2	6	29	51	10	24	7	24	22	32	4	3,027	25,982		
6106	Wayland	do.	W. T. Charles	2	1	0	2	4	2	0						300	11,500		
6107	Wayland	South Watery High School	Edgar A. Lewis	4	1	3	18	12	10	13	7	9	2	1	2	1,160	24,400		
6108	Wayland	do.	W. W. Rayfield	4	1	3	21	28	15	12	8	10	6	6	1	1,265	29,768		
6109	Wendover	do.	R. O. Brundage	4	2	6	13	22	3	9	3	2	2	2	1	900	46,000		
6110	Wellsboro	do.	H. G. Burdick	4	2	6	20	24	18	25	20	13	20	13	6	1,000	118,000		
6111	Westbury	Union School	Albert V. Collins	3	1	2	4	7	1	2	0	0	0	0	0	289	9,180		
6112	Westfield	High School	Preston K. Pattison	4	4	4	60	72	31	43	1	16	14	13	11	3,645	46,685		
6113	Westfield	do.	Miss Cora E. Warner	3	1	3	11	15	7	3	2	6	19	2	2	2	403	2,300	
6114	Westmoreland	do.	Glyndon D. Whelan	4	1	3	12	11	5	5	2	2	8	4	4	688	3,748		
6115	Westport	do.	Lewis W. Craig	4	1	3	13	10	8	12	2	3	4	4	4	2	200	3,800	
6116	West W. field	do.	Herbert H. Crumb	4	1	3	15	21	10	14	7	0	6	0	8	1	2,336	19,370	
6117	Whitehall	do.	Miss Clara F. Paul B. S.	4	0	4	15	21	10	14	4	7	0	6	0	24	3,500		
6118	White Plains	do.	John W. Lombard	4	10	68	90	35	51	27	33	20	29	17	24	13	500	1,400	
6119	Whitesboro	do.	R. J. Backus (1912)	4	1	3	6	7	5	9	3	5	2	2	1	2	1	730	15,550
6120	Whitesboro	Union School	Earl L. Day	3	1	3	8	9	3	1	2	1	2	1	0	1	635	9,300	
6121	Whitney Point	do.	J. F. Taylor	4	1	3	11	15	10	15	5	2	8	2	8	1	991	18,767	
6122	Windsor	do.	Leon E. Grady, A. B.	4	1	3	13	16	6	4	5	2	4	2	4	2	688	11,555	
6123	Williamsburg	do.	Walter A. Erskine	4	1	3	9	12	6	7	3	4	1	8	1	3	730	9,029	
6124	Williamsburg	do.	Louis W. Floerke	4	1	2	6	9	10	9	5	3	3	9	3	6	450	12,000	
6125	Willsboro	do.	Glen G. Steele	4	1	2	5	6	4	4	4	3	3	2	1	0	1,100	12,812	
6126	Wilson	do.	Alexander M. McIlroy	4	1	2	6	30	8	19	1	13	2	6	2	6	2,250	18,000	
6127	Winham	do.	Robert M. MacNaught	4	1	2	8	6	6	11	1	3	5	3	4	2	675	5,200	
6128	Wolcott	do.	Raymond B. Gurley	4	1	5	24	32	9	21	7	13	9	4	4	2	1,600	37,000	
6129	Woodhull	Leavenworth Institute and Wolcott High School	Frank N. Zurbrugg	4	1	1	3	6	0	3	1	4	0	1	0	1	684	3,475	
6130	Woodmere	High School	Charles S. Wright	4	1	3	7	5	3	3	0	2	1	3	1	1	978	32,550	
6131	Worcester	do.	Menzie Burlinckame	4	1	2	7	17	4	14	5	3	3	3	3	1	1,600	18,000	
6132	Wyoming	Middlebury Academy and Wyoming High School	John D. La Wall	4	1	2	7	13	6	14	3	5	2	4	1	1	500	18,000	
6133	Yonkers	High School	William A. Edwards	4	15	25	274	363	124	136	89	94	37	52	37	53	1,100	67,169	
NORTH CAROLINA.																			
6134	Abbotsburg	High School	F. E. Howard	3	1	0	6	6	6	1	8	1	0		0	2	120	1,500	
6135	Aberdeen	do.	Therbert W. Early	3	1	1	4	6	5	4	6	5			0	0	30	2,250	
6136	Albemarle	do.	A. W. Stair	2	1	1	12	12	5	8					3	6	300	20,600	
6137	Andrews	Central High School	Herbert Peele	4	2	1	6	19	12	9	3	5	0	0	2	0	200	20,500	
6138	Ashboro	Graded School (negro)	J. A. McRae	3	1	0	5	12	3	5	2	3			0	0	174	25,050	
6139	do.	High School	O. V. Woosley	3	1	2	15	20	10	16	3	9			2	1	3	512	25,050
6140	Ashville	do.	R. V. Kennedy	4	6	4	81	93	30	38	33	35	12	18	11	9	1,500	37,500	
6141	Ashville (R. F. D. 4)	Mount Carmel High School	C. F. Jervis	4	1	1	7	3	4	4	6	8	4	2	3	1	150	1,100	
6142	Atkinson	High School	J. L. Fairly	3	1	0	6	17	3	2	0				0	1	100	2,000	
6143	Aulander	do.	James E. Hoyle	3	1	0	5	7	0	5	0	0			0	0	125	5,600	
6144	Aurelian Springs	do.	W. G. Gaston	2	1	0	10	11	2	1					0	1	170	2,350	
6145	Aurora	Graded School	G. H. Joyner	3	1	0	5	5	6								100	3,000	

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	21
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
NORTH CAROLINA—continued.																				
6146	Bayley (R. F. D. 1).	W. B. West.	Dist.	4	1	1	13	13	2	7	4	3	1	3	2	1	3	1	70	\$6,450
6147	Barnardville	F. A. Penland.	do.	3	1	0	10	14	0	4	2	2	2	1	3	0	1	0	50	2,700
6148	Battleboro.	L. I. Hargrave.	do.	3	1	1	5	7	3	5	1	2	1	2	1	2	1	2	287	2,735
6149	Bethaven.	Oscar V. Hicks, supt.	do.	3	2	0	5	13	7	14	3	8	2	7	0	7	0	1	100	25,900
6150	Bethania.	W. C. Guess.	do.	4	2	1	9	13	7	5	3	5	3	4	0	4	0	3	100	4,000
6151	Bethel.	W. A. Bivins.	do.	3	2	0	8	8	7	8	5	5	4	4	2	4	2	4	288	3,700
6152	Biscoe.	Iroy Taylor.	do.	4	1	0	13	16	6	19	5	4	2	5	0	5	0	5	135	7,000
6153	Bladenboro.	Geo. U. Baum, jr.	do.	3	1	0	10	10	3	6	1	1	2	1	1	0	1	0	400	1,000
6154	Bona Summit	W. P. Hill.	do.	3	1	2	3	8	1	7	1	2	0	0	1	2	0	0	80	5,400
6155	Bona Summit (R. F. D. 1).	S. T. Liles.	do.	4	1	2	13	16	2	1	3	6	0	0	0	0	0	0	80	5,000
6156	Bryson City.	Eugene Harris.	do.	3	1	1	13	13	7	2	7	2	2	2	1	0	1	0	35	7,200
6157	Bunn.	J. M. Broughton, jr.	do.	2	1	1	14	5	3	6	0	1	1	0	1	0	1	350	1,250	
6158	Buraw.	P. M. Williams.	do.	2	1	1	17	6	8	10	7	1	1	2	8	2	8	70	10,000	
6159	Burlington.	G. C. Singletary.	Dist.	4	2	1	18	32	14	35	9	13	3	3	2	3	3	300	3,500	
6160	Burlington (R. F. D. 1).	H. F. Taylor.	Dist.	3	1	1	3	4	4	2	2	3	3	2	2	3	2	3	52	1,550
6161	Cameron.	Angus B. Cameron.	do.	4	1	0	3	3	3	3	0	0	0	0	0	0	0	0	320	3,200
6162	Candler (R. F. D. 2).	A. B. Bryn.	do.	2	1	0	13	9	3	2	2	0	0	0	3	2	0	2	136	9,500
6163	Cary.	M. B. Dry.	do.	4	0	2	23	30	19	11	3	4	16	13	9	9	9	7	583	9,500
6164	Chadbourne.	Miss Nannie Leach.	do.	4	0	2	15	8	4	9	1	4	3	1	3	1	3	1	382	3,200
6165	Chapel Hill.	W. H. Rhodes.	do.	4	2	0	10	5	4	12	2	3	2	2	4	2	4	2	269	4,000
6166	Cherryville.	J. W. Strossell.	do.	3	1	0	12	10	4	4	4	2	0	0	4	0	0	0	312	4,000
6167	Clayton.	J. T. Whitley.	do.	4	1	0	17	13	5	9	0	0	0	0	2	1	2	1	154	3,000
6168	Clayton (R. F. D. 3).	Miss Ruby C. Ellis.	do.	2	0	1	1	5	3	2	0	0	0	0	2	0	0	0	192	3,000
6169	Clinton.	L. C. Kerr.	do.	3	1	1	19	23	8	10	0	0	0	0	0	0	0	0	125	4,000
6170	Clyde.	L. V. Moss.	do.	4	1	1	11	14	2	2	0	0	0	0	0	0	0	0	1,000	
6171	Columbin.	Miss Nannie Luther.	do.	4	1	1	25	15	13	20	10	5	6	10	2	4	2	4	125	4,100
6172	Columbin (R. F. D. 1).	Miss Helen Tilliard.	do.	2	0	1	6	7	2	4	1	4	2	0	2	4	0	3	620	11,000
6173	Columbus.	E. W. B. Cobb.	do.	4	1	1	11	10	4	9	1	4	2	0	2	0	2	0	620	11,000

	Columbus (R. F. D. 2).	Winneff High School.	W. J. Washington.	3	1	1	15	12	0	0	0	0	0	0	0	132
6174	Cocorot (R. F. D. 6)	Rocky River High School.	C. B. Wells.	2	1	0	8	4	7	5						2,200
6175	Cocorot.	High School.	John T. Cobb.	2	1	0	23	4	6	10	0	0	0	0	0	1,940
6176	Crescent.	do.	J. A. Pitt.	2	1	0	23	4	6	7	0	0	0	0	0	4,400
6177	Crescent.	do.	M. P. Jennings.	2	1	0	6	6	8	6	0	0	0	0	0	94
6178	Crouse.	do.	S. C. Garrison.	2	1	0	4	6	8	7	3	4	2	1	2	107
6179	Crouse.	do.	M. S. Bean.	2	1	1	9	10	10	4	7	3	3	0	3	100
6180	Dallas.	Providence High School.	Miss Rebecca Neal.	2	0	1	3	3	2	2						300
6181	F. D. 6.	do.	do.	2	0	1	14	13	7							2,000
6182	Denver.	High School.	Miss Charlotte Young.	2	0	1	16	5	2	7						3,280
6183	Dobson.	do.	John M. Reeves.	4	1	3	12	18	7	5	3	5	0	0	0	3,600
6184	Dunn.	do.	B. P. Gentry.	4	1	3	12	18	7	5	3	5	0	0	0	12,500
6185	Durham.	do.	E. J. Green.	4	1	10	78	104	63	62	43	68	22	24	18	200
6186	East Bend.	Graded School.	W. D. Martin.	4	1	2	17	18	8	7	0	6	3	12	0	500
6187	East Durham.	High School.	J. H. C. Barnes.	4	1	2	4	9	3	2	0	6	3	0	0	2,300
6188	Edenton.	Graded School.	Dennis W. Simmons.	4	1	2	23	38	22	27	14	12	2	4	2	12,080
6189	Elizabethtown.	High School.	Miss Sadie N. Hyman.	3	0	2	16	15	4	12	1	10	2	4	0	40,200
6190	Enfield.	do.	H. T. Hunter.	3	0	2	5	12	4	12	1	10	2	4	0	200
6191	Fairview.	do.	Fuller B. Hamrick.	3	1	0	6	5	3	6	1	5	1	2	3	236
6192	Fallston.	do.	Geo. W. Bradshaw.	3	1	0	11	8	9	8	6	1	5	1	3	150
6193	Farmer.	do.	Hyatt Robertson.	3	2	0	11	7	1	5						1,000
6194	Farmington.	do.	Miss Huldah G. Latta.	3	1	2	4	7	4	4	2	5	3	1	2	360
6195	Farmville.	do.	Wm. M. Crook.	3	1	2	4	8	4	4	5	3	1	2	1	150
6196	Fayetteville (R. F. D. 1).	Eastover Academy.	do.	4	1	1	4	8	4							2,500
6197	Franklin (R. F. D. 3).	Lotia High School.	Miss Mary E. Wells.	3	0	1	2	4	1	5	5	1		0	1	1,500
6198	Gastonia.	High School.	Joe S. Wray, supt.	4	1	4	44	54	23	22	10	12	3	5	3	39,000
6199	Gates (R. F. D. 1).	Reynolds High School.	Mrs. T. W. Costen.	2	0	1	2	12	6	11	5	5	0	4	0	7,000
6200	Gibson.	High School.	Miss Fannie Herring.	2	0	2	4	4	2	5	5	5	0	4	0	100
6201	Glen Alpine.	do.	Miss Edmonson.	2	1	4	10	3	5	3	5	5	0	4	0	78
6202	Goldboro.	do.	E. E. Smith.	4	1	4	31	40	14	26	11	5	15	4	10	4,500
6203	Goldboro (R. F. D. 4).	Falling Creek High School.	W. A. Parden.	3	1	0	11	9	3	6	2	6	2	2	2	25,100
6204	Graham.	High School.	Miss Lizzie H. Parker.	3	1	2	11	14	4	6	4	6		3	5	2,500
6205	Granite Falls.	do.	E. G. Suttlemire.	2	1	1	30	17	1	2	0	0	0	0	0	18,337
6206	Granite Quarry.	Graded School.	Mrs. C. M. Caldwell.	4	0	2	2	5	2	4	0	0	0	0	0	3,500
6207	Greensboro.	High School.	Albert H. King.	4	3	6	33	22	51	100	28	41	19	22	17	2,550
6208	Greensboro (R. F. D. 4).	Bessemer Graded and High School.	Frank W. Kurties.	4	1	6	6	6	8	2	8	2	8	2	3	31,500
6209	Gulford College.	Graded School.	N. F. Farlow.	2	1	0	1	7	5	9				2	1	3,000
6210	Hamlet.	High School.	W. L. Crutchebaugh.	3	1	0	4	9	8	6	0	0	0	0	0	3,175
6211	Harmony.	do.	Miss Mary H. Kennedy.	2	0	2	25	22	7	2				3	1	150
6212	Hayesville.	do.	P. M. Stallings.	3	1	1	20	10	5	15	0	0	0	0	0	2,500
6213	Henderson.	do.	R. C. Gresham.	4	2	3	14	15	9	16	4	12	2	10	0	7,000
6214	Henderson (R. F. D. 4).	Bona Vista High School.	J. C. Nixon.	2	1	0	7	3	2	2				0	6	30,100
6215	Hendersonville.	do.	R. M. Ivins.	3	1	2	29	25	10	22	7	19		6	14	1,200
6216	Hertford.	Henderson County H. S.	Miss Helen W. Gaither.	3	1	2	5	12	6	16	4	7		2	4	15,000
6217	Hickory.	do.	Charles M. Staley.	4	2	2	33	21	17	30	15	11	7	9	8	20,000

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911. Continued.

Location.	Name.	Principal.	Total enrollment.	High-school students.						Grads in 1911.	Grads accepted for college.	Total enrollment.	Total enrollment in 1910.
				First year.	Second year.	Third year.	Fourth year.	Grads in 1911.	Grads accepted for college.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NORTH CAROLINA—continued.													
6218	Hickoryville.....	Miss L. M. Jones	Dist.	1	1	1	1	1	1	1	1	1	1
6219	High Point.....	James A. Keiper	Dist.	1	1	1	1	1	1	1	1	1	1
6220	Hoffman.....	James Hinchelton	Dist.	1	1	1	1	1	1	1	1	1	1
6221	Huntersville.....	C. A. Cochran	do.	1	1	1	1	1	1	1	1	1	1
6222	Jamestown.....	E. J. Coltrane	do.	1	1	1	1	1	1	1	1	1	1
6223	Kernersville.....	T. Hendrix	do.	1	1	1	1	1	1	1	1	1	1
6224	Kerr (R. F. D. 1).....	A. C. Chaslin	do.	1	1	1	1	1	1	1	1	1	1
6225	Kittrell.....	Cameron E. Pennington	do.	1	1	1	1	1	1	1	1	1	1
6226	La Grange.....	Geo. B. Strickland	do.	1	1	1	1	1	1	1	1	1	1
6227	Laurinburg.....	Edwin D. Pusey	do.	1	1	1	1	1	1	1	1	1	1
6228	Leicester.....	C. E. Kester	do.	1	1	1	1	1	1	1	1	1	1
6229	Lewisville.....	A. A. Kester	do.	1	1	1	1	1	1	1	1	1	1
6230	Lexington.....	A. W. Beck	do.	1	1	1	1	1	1	1	1	1	1
6231	Liberty.....	R. C. Cox	do.	1	1	1	1	1	1	1	1	1	1
6232	Lilesville.....	Jerry Day	do.	1	1	1	1	1	1	1	1	1	1
6233	Linwood (R. F. D. 1).....	Stephen G. Hasty	do.	1	1	1	1	1	1	1	1	1	1
6234	Louisburg.....	F. L. Hest	do.	1	1	1	1	1	1	1	1	1	1
6235	Lowell.....	J. H. Hest	do.	1	1	1	1	1	1	1	1	1	1
6236	Lucama.....	E. L. Green	do.	1	1	1	1	1	1	1	1	1	1
6237	Lumber Bridge.....	H. B. Jones	do.	1	1	1	1	1	1	1	1	1	1
6238	Lumberton.....	R. E. Sentelle, supt.	do.	1	1	1	1	1	1	1	1	1	1
6239	Macclesfield.....	H. C. Miller	do.	1	1	1	1	1	1	1	1	1	1
6240	Macon.....	Herbert School	do.	1	1	1	1	1	1	1	1	1	1
6241	Mandale.....	R. P. Ellington	do.	1	1	1	1	1	1	1	1	1	1
6242	Marion.....	J. I. Fanning	do.	1	1	1	1	1	1	1	1	1	1
6243	Marshall (R. F. D. 2).....	J. M. Weatherly	do.	1	1	1	1	1	1	1	1	1	1
6244	Marshville.....	Edgar R. Bettie	do.	1	1	1	1	1	1	1	1	1	1
6245	Matthews.....	Joe M. Matthews	do.	1	1	1	1	1	1	1	1	1	1

[illegible]

Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NORTH CAROLINA—continued.																				
293	Scranton (R. F. D.)	Arthur Ranes	Dist.	2	1	0	12	8	1	0					0	0				\$4,000
294	Seaboard	J. R. Ware	do.	4	2	0	17	14	5	2	4	1	0	0					20	2,500
295	Severn	H. J. Massey	do.	2	1	1	10	2	2										100	6,400
296	Smithfield	A. Vernon	do.	4	1	2	9	20	11	10	8	4	2	2					250	7,250
297	Snow Camp	Fred R. Yoder	do.	2	1	0	3	11	3	6					2	5	2	2		
298	Southern Pines	Sylvan High School	do.	4	1	1	6	6	1	4	1	0	0	1	0	1	0	1		
299	South Mills	William F. Allen	do.	2	1	0	6	8	2	12					0	0			12,000	
300	Spencer	James Helm	do.	3	1	1	14	14	2	9	2	3			1	3	1	2		500
301	Spring Creek	J. A. Williams	do.	2	2	0	10	26	4	6					1	8	1	8	268	1,700
302	Spring Hope	G. C. Browne	do.	2	1	0	2	6	1	8					0	0			200	4,000
303	Stanley	J. P. Bennett	do.	4	2	0	6	15	0	0	0	0	0	0	0	0			150	1,500
304	Stanfordsburg	R. H. Clune	do.	4	1	0	6	15	0	0	0	0	0	0	0	0			124	4,250
305	Stedman	W. J. Sloan	do.	2	1	1	17	17	0	0	2	2	1	2	1	2	1		150	2,200
306	Stem	Nat Wright	do.	4	1	1	7	5	6	8	2	6			0	0			108	2,800
307	Stoneville	J. L. Woodward (1911)	do.	2	1	1	9	5	6	8	2	6			0	0			100	2,000
308	Stony Point	A. E. Garrett	do.	3	1	1	16	24	0	8	2	6			0	0			150	4,000
309	Summitfield (R. F. D. I.)	L. Teague	do.	14	1	1	7	17	2	8	0	0	0	0	0	0			108	2,800
310	Sunbury	R. P. Crumpler	do.	2	1	0	11	7	2	10								100	2,000	
311	Swan Quarter	John R. McLendon	do.	2	1	0	11	7	2	10					0	0			1,500	43,500
312	Tarboro	A. F. Leighton	do.	2	1	0	11	10	5	6					0	0			1,300	6,000
313	Taylor	R. M. Davis	do.	4	1	3	20	6	0	1					0	0			1,300	8,100
314	Taylorsville	S. E. Eure	do.	2	1	2	25	15	8	5	3	4	1	1	1	0	1	0	100	4,000
315	Teachey's	J. A. White	do.	4	1	1	21	4	5	4	3	4	4	4	0	0			150	3,000
316	Trenton	F. E. Shaw	do.	4	1	1	7	4	5	4	3	4	4	4	0	0			90	1,750
317	Trinity	Wm. E. Moore, B. S.	do.	2	1	0	8	10	1	1					1	0	1	0	60	2,700
318	Unionville	T. J. Covington	do.	4	1	1	10	4	8	12	1	6	2	0	1	0			800	11,000
319	Vanceboro	O. C. Hamilton	do.	4	2	1	15	17	13	10	9	12	4	4	0	0			150	5,500
320	Wadesboro	J. Lawrence Eason	do.	4	1	0	6	9	1	1					0	0			60	2,700
321	Wakarusa	J. P. McIver	do.	3	1	2	20	25	1	1	1				1	0	1	0	800	11,000
	Walton	Charles H. Wainhold, Jr.	do.	2	1	1	28	27	7	3					0	3	2	3	150	5,500

[illegible]

* Value of building and grounds not given.

Changed from 3 to 4 year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NORTH DAKOTA—continued.																				
6367 Devils Lake.	High School.	L. G. Mustain.	Dept.	4	4	2	20	30	6	30	6	14	7	11	7	11	3	8	200	\$50,500
6368 Dickon.	do.	Fred J. Reher.	Dist.	2	1	1	4	9	0	2							0	1	52	7,300
6369 Dickinson.	do.	Miss Elizabeth Clark.	do.	4	1	5	13	29	7	13	5	9	5	9	5	9	2	3	650	53,000
6370 Donnybrook.	do.	Leon C. Petersen.	Twp.	2	1	0	8	2	1	1							0	0	260	12,050
6371 Drayton.	do.	C. C. Stollner.	Dist.	4	1	3	8	12	3	6	3	5	2	1	2	1	2	1	900	20,750
6372 Edgley.	do.	Emmett McKenna.	do.	4	1	3	8	10	6	5	2	4	1	4	1	4	1	4	800	20,500
6373 Edinburg.	Graded School.	Robert Kirkconnell.	do.	1	1	0	7	7												
6374 Edmore.	do.	Vernon Matthews.	do.	4	1	1	7	5	2	6	1	0	0	0	0	0	0	0	325	7,100
6375 Ellendale.	do.	D. M. Siegenia.	do.	4	1	1	2	3	5	8	1	0	0	0	0	0	0	0	250	8,500
6376 Enderlin.	do.	Guy D. Kyper.	do.	4	2	4	7	14	6	10	6	4	6	5	5	5	3	3	500	30,600
6377 Esmond.	do.	Harold Westergaard.	do.	4	1	1	6	4	1	2	0	0	2	1	2	1	1	1	200	15,400
6378 Farnmount.	do.	Francis L. Robbins.	do.	4	2	1	12	12	1	4	1	1	0	1	0	1	0	1	260	15,400
6379 Fargo.	do.	R. P. Robinson.	Dept.	4	7	9	50	64	38	56	35	43	23	31	20	27	0	1	2,000	131,000
6380 Fergus.	Logan Central School.	Earl E. Fedt.	Dist.	3	1	0	6	6	0	2	5	2	0	2	0	2	0	1	15	5,500
6381 Fessenden.	do.	Miss Alice Nickerson.	Dist.	4	1	2	5	9	5	2	5	2	0	0	0	0	0	1	100	25,700
6382 Finley.	do.	Miss Anna Neyer.	Twp.	2	0	2	1	7	2	2	3	2	0	0					403	1,700
6383 Forest River.	do.	B. B. Leary.	do.	4	1	1	2	3	3	7	3	2	0	0					500	16,500
6384 Forman.	do.	J. W. Wunn.	do.	3	1	1	3	7	1	1	1	2							400	8,200
6385 Glen Ullin.	do.	O. C. Culver.	Dist.	3	1	1	3	3	1	2	0	6							500	26,000
6386 Grafton.	do.	Miss Bertha A. Newlander.	do.	4	3	5	33	34	16	24	7	16	7	20	7	20	4	5	400	8,200
6387 Grand Forks.	do.	W. C. Stebbins.	Dept.	4	6	11	61	95	42	55	45	40	17	41	15	36			1,200	10,000
6388 Grandin.	do.	A. C. Dean.	Dist.	3	1	0	1	1	2	4	0	4							100	7,500
6389 Granville.	do.	Miss Julia Orvis.	Twp.	4	1	2	10	16	1	4	0	3	1	2	1	2	1	2	2,000	9,500
6390 Hankinson.	do.	Miss M. Montgomery.	Dist.	4	1	3	9	11	6	5	0	0	1	0	1	0	1	0	600	43,000
6391 Hannaford.	do.	Ernest T. Smith.	do.	3	1	0	1	0	2	1	4	3	1	0	4	3	2	2	100	15,200
6392 Hannah.	do.	J. A. Caldwell.	do.	4	2	0	5	10	1	2	5	1	0	2	0	2	0	0	60	2,550
6393 Harvey.	do.	W. F. Wolf.	do.	4	2	1	5	12	3	8	0	2	2	1	2	1	1	1	2,220	52,000
6394 Heston.	do.	Oscar Erickson.	do.	3	1	1	6	9	5		4	1			4		3	0	2,300	38,200

[illegible]

Value of building and grounds not given

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
NORTH DAKOTA—continued.																					
6442	Wahpeton.	Wm. F. Wigger, supt.	Dist.	4	2	0	19	23	16	23	8	9	5	13	5	13	2	7	2,850	\$63,500	
6443	Walhalla.	A. M. Wakefield.	do.	3	1	1	6	6	3	7	4	1							500	11,000	
6444	Webster.	John C. West.	do.	4	1	2	5	11	2	2	5	4	2	3	2	3	2	3	500	11,000	
6445	Westhope.	C. S. Torwend.	do.	4	1	1	3	6	2	2	6	0	5	2	0	2	0	2	50	36,300	
6446	Wheatland.	W. H. Fernholm.	Twp.	3	1	1	4	6	2	6	2	2							98		
6447	Williston.	C. Ellithorpe.	Dist.	4	3	4	26	43	9	14	13	10	9	0	9	6	4	2	1,025	27,500	
6448	Willow City.	Miss Josephine Hamel.	do.	4	1	1	3	6	1	7	2	4	2	4	2	4	0	3	500	10,800	
6449	Wimbledon.	E. L. Kuhnes.	do.	4	1	2	9	7	2	7	7	2	0	3	0	3	0	3	1,205	11,000	
OHIO.																					
6450	Aberdeen.	Rees Ellis.	Dist.	2	1	0	1	2	3	4									0	10,000	
6451	Adamsville.	J. A. Slack.	do.	2	1	0	12	8	3	4									3,500		
6452	Adelphi.	W. B. McPherson.	do.	2	1	0	3	6	2	4									110	10,100	
6453	Akron.	D. C. Rybolt.	Dept.	4	19	20	160	169	127	116	77	80	92	80	48	50	20	30	1,500	238,000	
6454	Albany.	Everett L. Naff.	Dist.	4	2	1	7	9	6	14	5	5	2	2	3	2	2	1	250	6,500	
6455	Alexandria.	Clyde G. Kern.	do.	4	2	0	10	6	4	5	3	3	3	2	2	3	2	3	500	13,500	
6456	Alger.	C. D. Hindall.	do.	4	2	0	80	85	47	57	36	27	23	39	20	35	9	15	200	25,500	
6457	Alliance.	James E. Vaughan.	Dept.	4	5	8	12	12	4	5	8	4	10	4	10	4	10	4	1,000	5,500	
6458	Alpha.	R. S. Parsons.	Twp.	4	1	0	18	2	3	0	2	2	4	2	2	2	0	2	500	5,200	
6459	Alvordton.	Harvey D. Teal.	Dist.	4	3	1	7	3	11	6	3	4	2	4	2	4	2	1	145		
6460	Amadeo.	Clyde Bateman.	do.	4	2	0	8	2	2	3	2	6							200	575	
6461	Amelia (R. F. D.).	Glen O. Spring.	Twp.	3	1	0	8	2	4	2	4	2	3	0	3	0	1	1	120	8,010	
6462	Amesville.	S. T. McBride.	Dist.	3	3	2	14	26	7	13	5	10	3	0	3	0	1	1	275	50,400	
6463	Amherst.	William W. Cole.	do.	4	3	2	5	3	9	3	2	6	3	4	3	4	2	0	206	8,235	
6464	Amherst (R. F. D.).	Miss Ethel L. Newton.	Twp.	4	1	2	5	3	9	3	2	6	3	4	3	4	2	0			
6465	Anderson.	S. A. Harbourt, A. M.	do.	4	2	2	16	14	10	15	8	12	9	10	9	16	6	8	1,000	28,000	
6466	Arnsboro.	Merrill E. Brandon.	Dist.	4	2	2	18	12	15	12	10	9	14	8	14	5	6	350	40,300		

Antwerp	do.	D. K. Orr.	do.	4	3	1	1	15	20	12	10	12	0	0	0	3	0	173	36,200	
Apple Creek	do.	P. J. Nussbaum	do.	4	3	1	0	10	7	6	9	4	6	10	4	0	200	2,800		
Ashley	do.	A. J. Russell	do.	4	2	4	2	9	8	6	7	4	6	10	7	1	700	7,800		
Ashley	do.	Miss Lydia Marsh.	do.	4	2	4	2	9	8	6	7	4	6	10	7	1	500	8,250		
Harbor High School	do.	Paul C. Bunn.	Dept.	4	4	3	1	12	35	13	13	7	10	8	0	10	400	61,000		
Ashville	do.	S. G. Rader.	Dist.	4	4	3	1	10	11	7	10	6	12	4	7	4	1,000	26,000		
Athens	do.	Miss Zella Fowler.	Dist.	4	4	0	7	29	30	39	29	25	16	24	10	15	1,215	90,000		
Athens	do.	Miss Pearl Hoover.	Dist.	4	4	1	2	18	8	9	14	0	10	6	4	23	450	20,200		
Aurora	do.	L. E. Blanch.	Twp.	3	2	0	7	7	3	5	2	1	1	4	1	0	323	4,500		
Avon	do.	Paul J. Richards.	do.	3	1	0	3	3	3	2	3	1	1	3	3	2	300	1,150		
Bainbridge	do.	Odin Games, supt.	Dist.	4	1	1	1	1	4	1	5	1	7	4	4	2	2	20	500	
Batavia	do.	T. G. Sykes.	do.	2	1	0	1	5	5	6	5	0	6	3	3	1	0	5,035	30,500	
Batavia	do.	Harry L. Kegan.	Dept.	4	3	0	4	33	45	23	23	17	25	10	13	10	500	10,300		
Barberton	do.	W. J. Miller.	do.	4	3	4	4	39	45	23	23	17	25	10	13	10	1,000	62,500		
Barberton (R. F. D.)	do.	J. F. Harper.	Dist.	3	1	0	3	3	11	3	3	5	6	3	3	2	2	1,200	5,300	
Norton Township H. S.	do.	J. F. Harper.	Twp.	3	1	0	3	3	11	3	3	5	6	3	3	2	2	0	650	7,800
Basin	do.	E. E. Ray.	Dist.	4	2	2	4	3	8	7	9	3	6	3	3	1	3	540	30,500	
Batavia	do.	Miss Cecile Hulick.	do.	4	2	4	0	5	13	7	11	5	10	3	5	5	1	400	4,250	
Bath (R. F. D. 1)	do.	C. G. Wise.	Twp.	4	2	0	1	6	10	4	4	7	5	6	5	0	3	1	200	5,300
Bays	do.	Miss Anna L. Carpenter.	Dist.	2	0	1	6	6	6	1	3	5	6	3	1	1	1	100	25,200	
Beach City	do.	R. F. Klar.	do.	3	2	0	6	6	6	6	6	4	5	5	4	5	1	100	25,200	
Beaumont	do.	Thurman Smith.	do.	3	1	0	2	2	2	2	2	3	3	3	3	3	3	100	1,000	
Beaver Dam	do.	Miss Helen Pond.	do.	4	1	1	7	10	1	10	2	6	1	4	1	2	225	12,300		
Bedford	do.	E. N. Hawke.	do.	4	4	1	2	16	16	13	8	6	9	2	8	1	600	40,800		
Bellaire	do.	J. A. Jackson.	Dept.	4	5	2	41	42	34	38	17	19	16	17	6	4	2,000	68,000		
Belle Center	do.	Miss Grace Wright.	Dist.	4	1	2	13	14	9	9	10	6	4	8	4	6	600	42,000		
Bellevue	do.	H. C. Bates.	Dist.	4	2	4	25	29	12	28	16	22	8	18	6	8	600	46,500		
Bellevue (R. F. D. 6)	do.	A. C. Bureau/supt.	Dist.	2	1	0	1	4	0	5	3	6	9	1	9	1	2	200	3,200	
Lyme Special H. S.	do.	A. C. Bureau/supt.	Dist.	2	1	0	1	4	0	5	3	6	9	1	9	1	2	450	15,300	
Bellville	do.	E. P. Stonebraker.	do.	4	2	1	6	18	6	6	7	10	6	6	6	5	3	350	23,000	
Belmore	do.	B. A. Blauvelt.	do.	4	2	0	5	4	8	6	4	4	0	0	0	0	500	1,900		
Benton	do.	A. B. Burkey.	Twp.	3	1	0	4	4	4	4	2	4	3	0	3	0	2	80	1,900	
Benton Ridge	do.	John L. Hill.	Dist.	3	2	0	3	3	3	3	4	1	4	1	1	3	250	1,625		
Bentonville	do.	H. E. Roebuck.	do.	2	1	0	6	1	3	3	1	1	1	1	1	1	4	4,000	4,000	
Berea	do.	A. G. Yawberg.	do.	4	3	3	27	29	17	20	19	19	8	10	8	6	2,500	22,000		
Berlin	do.	H. A. Frankhauser.	Twp.	2	1	0	5	6	2	3	2	3	2	3	2	2	200	2,400		
Berlin Center	do.	J. R. Campbell.	do.	3	1	0	4	5	1	1	2	4	1	2	4	1	450	500		
Berlin Heights	do.	H. C. Spore.	Dist.	4	2	1	8	8	5	3	6	9	1	9	1	2	29	2,050		
Berlin Heights (R. F. D. 1)	do.	N. H. Weaver.	do.	2	1	0	7	1	0	0	3	6	9	1	9	1	2	500	9,500	
Bethesda	do.	F. L. Maris.	do.	4	2	0	9	9	0	6	2	5	2	0	0	0	500	9,500		
Bethesda	do.	F. A. Hinchey.	do.	3	1	0	4	3	2	3	0	0	0	0	0	0	1,000	20,500		
Beverly	do.	J. S. Talbot.	do.	4	1	2	10	8	4	4	3	4	8	6	7	3	75	5,080		
Bidwell-Porter H. S.	do.	G. Wayne Lutz.	do.	3	1	1	10	3	3	5	3	4	3	4	3	0	2	150	5,080	
Birmingham	do.	Miss Hester A. Tallmon.	do.	2	0	1	5	9	0	3	2	1	4	2	3	0	300	5,100		
Bladenburg	do.	Ray Sunderland.	do.	4	2	0	0	3	3	3	2	1	4	2	9	21	8	400	40,400	
Blanchester	do.	Horace Townsend.	do.	4	4	1	13	18	8	6	12	13	9	21	8	20	3	350	35,150	
Bloomdale	do.	Wm. Tel Miller.	do.	4	1	1	9	1	8	6	4	11	3	5	3	2	24	14,000		
Bloomington	do.	Henry T. Hughes.	do.	3	1	1	1	8	5	8	3	5	5	3	3	5	3	350	35,150	

1 Value of building and grounds not given.

PUBLIC AND PRIVATE HIGH SCHOOLS.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates pre- pared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
OHIO—continued.																				
6513	Bloomfield High School.	C. J. Thompson.	Dist.	3	1	0	6	7	0	4	0	0			0	0			256	\$3,500
6514	High School.	J. E. Sherrick.	do.	4	2	0	23	30	12	16	5	15	8	7	6	7	4	3	500	20,200
6515	do.	C. A. Arganbright.	do.	4	2	2	8	7	12	16	5	15	8	7	6	7	4	3	300	35,900
6516	Bolivar.	A. C. Baker.	do.	3	1	1	1	7	2	9	3	5			0	0			70	5,500
6517	do.	W. A. Hart.	do.	3	2	0	8	7	2	9	3	5	1		5	1			250	10,000
6518	Twin Township H. S.	A. F. Cameron.	do.	4	2	0	3	4	2	2	2	2			0	0			400	6,075
6519	High School.	J. W. Swank.	Twp.	3	2	0	11	4	5	3	5	5	0	2	5	5	1	0	200	2,300
6520	Bowersville.	John T. Seaton.	Dist.	4	2	0	32	36	33	33	27	21	24	25	24	25	8	7	1,500	55,900
6521	Bowling Green.	W. F. Shaw.	Dept.	4	2	1	15	10	7	12	9	7	2	3	3	4			1,300	40,000
6522	High School.	C. Fowler.	Dist.	4	2	0	13	8	4	12	7	2	3	3	4	3	4	2	1,074	26,100
6523	Bradner.	F. J. Autt.	do.	4	2	0	1	5	7	2	7	0	8	4	7	1	6	0	200	4,150
6524	Brecksville.	G. L. Stackhouse, supt.	Twp.	4	4	1	16	18	6	7	8	0	3	2	3	3	2	2	480	13,500
6525	Bremen.	W. L. Davis.	Dist.	4	4	2	14	16	7	11	4	7	11	5	11	5	3	2	300	36,000
6526	Bridgeport.	H. G. Finley.	Dept.	4	4	0	5	6	4	3	3	1	2		0	2	0	1	300	10,100
6527	Brink Haven.	B. J. Stout.	Dist.	3	2	0	3	1	5	1	5	1	9		1	0	9	0	250	3,300
6528	Bristolville.	C. E. McFadden.	do.	3	2	0	4	5	2	2	0	2	2		0	2	2	0	250	10,500
6529	Broadway.	W. E. Frickel.	Twp.	4	3	1	17	28	10	12	7	16	16	9	10	9	8	4	300	12,500
6530	Brookville.	John E. Fox.	Dist.	3	1	1	8	10	8	4	0	0	2		0	0	0	0	300	7,600
6531	Brownsville.	Miss Mildred Hunt.	Twp.	4	3	1	9	10	6	7	4	3	3	2	2	2	0	2	200	3,900
6532	Brunswick.	Frank O. Baldwin, Ph. B.	do.	4	2	0	2	4	3	7	1	2			1	2			300	5,200
6533	Brunswick (R. F. D. 2).	W. L. Shuman.	do.	3	1	1	2	4	3	7	1	2			1	2			300	5,200
6534	Bryan.	M. L. Altstetter.	Dist.	4	2	3	16	39	11	20	11	16	7	12	6	9	4	4	500	41,000
6535	Ruchel.	William Lee.	do.	3	2	0	4	10	2	4	0	4			0	4	0	4	450	5,150
6536	Bucyrus.	W. N. Beetham.	Dept.	4	5	4	42	45	40	41	20	21	15	22	9	14	5	3	1,650	86,000
6537	Buiford.	Roy E. Correll.	Dist.	3	1	0	1	6	0	0	2	0	2		2	4			67	5,520
6538	Burbank.	Adam Harrel.	do.	3	1	0	2	8	3	3	2	0	1	2	1	2	1	2	67	14,000
6539	Burgball.	Arthur L. Bascom.	Twp.	4	2	0	5	4	4	3	2	2	1	2	1	2	1	2	600	6,900

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.	Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
OHIO—continued.																					
Cleveland.	East High School.	D. W. Lothman.	Dept.	4	21	25	254	312	114	164	93	110	81	100	60	71	46	39	2,000	\$255,000	
do.	Cleveland High School.	H. H. Cully.	do.	4	9	21	140	180	90	110	65	85	38	63	30	38	18	27	980	215,000	
do.	High School of Commerce.	Solomon Welmer.	do.	4	18	8	111	46	73	54	40	64	23	53	14	36			3,500	17,550	
do.	Lansing High School.	James B. Smiley.	do.	4	12	16	119	130	80	89	55	51	34	46	28	44	14	20	2,217	195,000	
do.	South High School.	G. A. Rueterik.	do.	4	9	10	83	97	58	46	35	35	29	44	24	36	20	12	1,494	570,000	
do.	Technic High School.	James P. Barker.	do.	4	40	27	455	184	314	90	217	75	111	32	41	61	31	7	2,800	1,450	
do.	West High School.	David P. Simpson.	do.	4	16	15	119	191	84	99	66	66	52	66	41	31	4	3	1,583	8,450	
Cleveland Heights.	High School.	Miss Mary Whittier.	Dist.	4	2	4	19	14	10	5	5	6	4	5	4	6	1	5	1,583	8,450	
Clifton.	do.	W. K. Greenbank.	do.	4	2	1	1	1	1	1	1	1	1	1	1	1	1	1	150	2,600	
Clinton.	do.	A. W. Carle.	do.	3	1	2	1	2	1	4	9	1	4	3	5	3	6	3	160	2,800	
Clintonville.	Clinton High School.	S. M. Leidy.	Dept.	4	2	2	18	21	0	13	5	6	3	5	3	0	3	5	1,000	21,000	
Cloverdale.	High School.	H. J. Remington.	Dist.	2	1	0	12	3	3	0	11	13	2	11	3	0	1	3	625	20,800	
Clyde.	do.	V. F. Dillon.	do.	4	2	2	30	28	12	20	11	13	2	11	3	1	1	1	45	18,000	
Coalgrove.	do.	Miss Ella Ketter.	do.	2	1	0	7	7	3	1	0	2	0	2	0	0	2	1	300	4,300	
Coalton.	do.	August H. Bernard,	do.	3	1	0	9	6	8	9	4	2	0	2	4	2	1	0	425	20,300	
Coldwater.	do.	supt.	do.	3	2	0	9	6	8	9	4	2	0	2	4	2	1	0	425	20,300	
Colebrook.	do.	A. E. Gladding.	Twp.	3	1	1	10	3	8	8	2	7	0	7	3	7	2	3	150	6,060	
College Corner.	Union High School.	D. A. Grove.	Dist.	4	2	1	11	7	6	6	10	10	2	7	2	7	2	3	1,500	7,000	
Collins.	Townsend Township H. S.	W. G. Scroggie.	Twp.	4	1	1	11	8	10	6	2	3	2	7	8	7	8	4	3	1,500	10,600
Columbiana.	High School.	C. N. McGuire.	Dist.	4	2	2	156	164	126	134	59	78	60	80	34	63	1,000	97,500			
Columbus.	East High School.	J. D. Harter.	Dept.	4	10	22	156	164	126	134	59	78	60	80	34	63	1,000	97,500			
do.	High School of Commerce.	W. M. Townsend.	do.	4	13	8	131	137	85	55	27	33	30	33	27	19	11	4	424	90,000	
do.	North High School.	Chas. D. Everett.	do.	4	16	22	113	94	178	176	93	118	75	133	60	104	32	63	800	125,000	
do.	South High School.	Charles B. Barrett.	do.	4	7	8	90	61	45	20	13	15	8	21	13	15	8	10	300	77,500	
do.	West High School.	Otto H. Magly.	do.	4	4	9	40	60	36	38	29	24	12	16	2	8	2	5	250	7,200	
do.	High School.	Russell Myers.	do.	4	2	2	14	20	8	14	6	12	3	8	2	8	2	5	780	26,500	
Columbus Grove.	High School.	Paul Tague.	Dist.	4	1	1	6	7	5	1	1	1	1	1	1	1	1	1	250	3,200	
Comly.	Monroe Township H. S.	Miss Gertrude Perrill.	Twp.	2	1	0	2	5	1	1	0	9	4	3	4	2	4	2	300	7,300	
Commerce.	Scioto Township H. S.	Miss Louise Kahler.	Dist.	4	5	6	40	48	32	38	20	26	11	19	11	19	0	5	500	105,000	
Commercial Point.	High School.		Dept.	4	1	1															

Canover.	Canover.	W. H. Mustard.	Dist.	3	1	0	3	5	1	5	1	2	1	2	1	2	1	7	0	700	5,220
Canby.	High School.	W. F. Heiney.	do.	4	2	0	12	12	11	9	3	5	4	8	1	4	8	3	400	1,420	
Cooville.	do.	E. O. Glimon.	do.	3	1	0	18	7	1	8	6	8	5	4	0	4	8	3	200	3,000	
Central High School.	Twp.	Loring Hall.	do.	4	2	1	7	18	4	6	6	1	5	1	4	2	1	0	600	12,000	
Carmel.	Dist.	Miss Della C. Holcombe.	do.	4	2	1	7	18	4	6	6	1	5	1	4	2	1	0	700	1,000	
Corning.	do.	A. C. Pence.	do.	4	5	5	4	56	27	45	26	36	11	14	16	2	2	4	1,100	10,000	
Covington.	do.	O. C. Hutton.	Dist.	4	4	2	18	16	11	18	18	11	14	10	6	2	2	1	1,000	80,000	
Crestline.	do.	Merle B. Price.	do.	4	2	4	21	27	15	19	10	20	6	11	6	11	2	4	900	30,000	
Cridaville.	do.	Glenn Drummond.	do.	2	1	0	2	2	2	2	2	2	2	2	2	2	2	2	250	25,050	
Crookville.	do.	F. D. Bates.	do.	4	2	1	10	17	6	14	5	7	5	12	2	2	2	2	800	1,800	
Croton.	do.	R. E. Pryor.	do.	4	2	1	8	14	3	5	11	1	0	1	6	0	4	2	200	6,200	
Cuba.	do.	R. E. Andrews.	do.	3	2	0	6	10	0	3	0	4	0	0	4	0	2	2	200	15,200	
Gumbarland.	do.	C. C. Crawford.	do.	4	2	0	6	14	5	0	3	0	4	1	8	1	4	4	250	16,200	
Gustar.	do.	M. A. Shepard.	do.	3	1	0	10	2	1	9	3	2	1	8	1	3	4	2	425	12,250	
Guyaboga Falls.	do.	H. O. Bolch.	do.	4	2	0	14	22	14	11	8	11	4	5	3	5	1	2	500	10,500	
Gymet.	do.	C. M. Meek.	do.	3	2	0	7	12	1	2	13	2	2	2	10	2	7	312	20,915		
Halt.	do.	H. F. Longenecker.	do.	4	1	1	6	11	6	9	4	3	2	2	0	1	0	1	350	11,300	
Damaous.	do.	(supr.)	Twp.	3	1	1	4	15	6	5	2	0	...	2	0	...	...	600	3,300	
Danville.	Danville and Buckers H. S.	L. T. Hulin.	Dist.	4	2	5	10	23	9	7	13	11	4	5	4	...	...	600	100,000	
Dayton.	do.	E. W. Huntsberger.	do.	4	12	15	0	0	84	130	73	95	65	121	61	110	18	19	3,550	327,854	
do.	do.	E. H. Palmer.	do.	4	15	7	0	0	90	81	65	65	40	44	40	44	4	4	170	000	
do.	do.	Charles H. Ross, Jr.	do.	4	15	7	0	0	90	81	65	65	40	44	40	44	4	4	350	5,500	
Dayton (R. F. D. 10).	Harrison Township H. S.	Guy D. Swartzel.	Twp.	4	2	1	2	3	4	4	8	4	4	4	4	4	4	2	3
Dayton (R. F. D. 4).	do.	F. M. Slaver.	do.	4	2	1	8	5	4	3	5	1	5	4	5	3	1	0	600	13,000	
Dayton (R. F. D. 7).	do.	Miss Stella M. Wiley.	do.	2	2	1	8	4	7	2	4	9	2	2	361	15,300
Deerfield.	do.	C. C. Leonard.	Dist.	2	1	0	10	8	3	6	3	4	200	5,200
Defiance.	do.	W. W. Hawley.	do.	4	3	4	31	36	10	20	14	16	10	19	10	19	8	13	400	26,000	
Defiance (R. F. D. 7).	Highland Township H. S.	W. W. Hawley.	Twp.	2	1	0	3	5	2	4	12	4	12	200	5,100
De Graf.	High School.	S. A. Frampton.	Dist.	4	2	2	18	29	7	12	15	20	9	21	9	21	4	3	400	35,000	
Delaware.	do.	Henry T. Main.	Dept.	4	2	11	50	65	38	50	32	41	25	34	24	32	15	20	200	87,000	
Delaware (R. F. D. 6).	Warrensburg High School.	George H. Colbourn.	Dist.	3	1	0	4	2	3	0	3	8	3	3	3	3	2	2	119	1,575	
Delroy.	High School.	John R. Kall.	do.	2	2	10	11	11	3	7	3	7	350	5,060
Delphos.	do.	I. F. Matteson.	do.	4	4	2	17	15	16	14	5	12	13	7	11	4	4	1	600	62,500	
Delta.	do.	Miss Viola B. Wilkins.	Dist.	4	2	2	16	21	4	10	18	17	9	7	9	4	1	200	5,800		
Democracy.	do.	C. V. Metcalf.	do.	2	1	0	2	8	2	6	2	6	300	5,600
Dennison.	Amity High School.	John H. Booth.	Dept.	4	3	1	13	21	13	8	12	4	6	4	6	1	4	800	55,000		
Deshler.	High School.	C. J. Bruhlman.	Dist.	4	2	1	8	12	5	9	8	7	4	3	4	2	3	0	821	20,150	
Dorset.	do.	J. V. Bruhlman.	Twp.	3	1	0	3	1	2	2	5	4	3	2	5	2	0	200	5,300		
Doylstown.	do.	E. F. Adair.	Dist.	4	1	2	8	7	6	5	5	4	4	3	3	3	2	1,046	28,000		
Dresden.	do.	E. T. Osborn.	do.	4	4	2	10	7	3	6	4	8	2	4	2	4	2	1	200	26,000	
Dublin.	Washington Township H. S.	Ralph Shulling.	Twp.	4	2	0	14	3	3	7	10	7	0	1	0	1	0	1	1,046	26,000	
Dunbar.	do.	Wayne C. Palmer.	do.	3	3	0	6	6	2	6	4	3	...	...	...	...	...	300	10,200	
Dunkirk.	do.	J. J. Stauffer.	Dist.	4	2	0	15	10	9	17	8	11	8	8	8	8	1	1	800	30,500	
Dunkirk (R. F. D. 1).	High School.	A. B. Hall.	do.	4	4	2	1	5	3	4	3	4	1	2	1	2	0	2	400	8,400	
East Cleveland.	Madison Township H. S.	W. H. Kirk.	Twp.	4	2	1	5	5	3	4	...	...	...	...	...	...	...	3,000	165,000	
East Liberty.	Shaw High School.	Miss Florence Lowe.	Dept.	4	0	16	90	75	53	76	60	42	26	40	20	40	24	21	3,000	3,400	
East Liberty.	High School.	Miss Florence Lowe.	Twp.	3	1	3	8	7	2	2	2	2	7	2	3	7	1	2	300	3,400	

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teach-ers.		High-school students.								Gradu-ates in 1911.		Gradu-ates pre- pared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
OHIO—continued.																					
6663	East Liverpool...	Miss Florence Upde- graff	Dept....	4	5	8	65	65	39	51	37	37	24	30	23	26	10	6	4,063	\$115,000	
	do.....	H. A. Klepinger.....	Dist....	4	2	3	19	32	23	25	7	15	10	11	10	11	4	5	1,350	40,200	
	do.....	A. J. Love.....	do.....	4	1	2	9	12	7	12	0	6	3	3	2	3	2	0	400	26,000	
6666	Edon.....	Miss Emma Thomas	do.....	4	1	1	13	11	10	8	11	12	13	1	10	1	2	0	360	12,100	
6667	Eldorado...	John Schlotterbeck	do.....	4	2	0	7	5	3	2	3	3	4	5	4	5	2	0	800	8,500	
6668	Elida.....	W. W. Zulauf.....	do.....	3	1	1	4	3	2	1	4	7	9	2	4	3	2	0	100	3,350	
6669	Elmore.....	B. W. Strohl.....	do.....	4	3	1	14	16	7	8	6	9	9	2	4	2	8	2	850	13,050	
6670	Elyria.....	Horace M. Ebert.....	Dept....	4	8	12	104	134	61	83	41	52	38	35	38	34	2	5	1,200	80,000	
6671	Empire.....	Abram Grove.....	Dist....	3	1	0	3	3	0	4	3	6	3	2	2	4	1	2	312	11,100	
6672	Englewood...	Miss Grace M. Kahler	Twp....	4	2	0	12	11	2	7	6	3	2	0	2	0	1	2	425	2,800	
6673	Enon.....	Homor Corry.....	do.....	4	2	0	4	2	2	3	2	5	4	1	0	0	0	1,000	1,800		
6674	Etna.....	T. D. Riffey, supt....	Dist....	3	1	0	6	1	2	2	3	2	4	2	4	2	1	0	250	7,200	
6675	Euclid.....	Miss R. Mary Shearer	do.....	4	2	1	8	10	3	5	3	2	4	2	4	2	1	0	500	6,350	
6676	Euphemia...	Miss Helen M. Wahr- land	Twp....	4	2	1	2	4	5	8	6	6	6	5	6	5	2	0	435	6,350	
6677	Evansport...	P. B. Crabbs.....	Dist....	2	1	0	3	6	4	2	2	1	0	0	4	2	3	0	65	4,200	
6678	Fairfield...	M. H. Lester.....	do.....	4	1	0	3	1	2	1	2	1	0	0	4	2	3	0	400	8,300	
6679	Fair Haven...	J. S. McDivitt.....	Twp....	3	1	0	3	4	1	4	6	1	6	1	6	1	1	0	150	1,225	
6680	Farmdale (R. F. D. 1).	B. W. Crellin.....	do.....	4	2	1	5	7	5	7	4	5	6	7	4	3	2	2	350	9,000	
6681	Farmersville...	Miss Marie Mosher	do.....	3	1	1	12	12	2	10	2	10	2	10	2	6	1	2	250	20,200	
6682	Farmersville...	W. H. Vanderve...	do.....	3	2	0	6	2	4	7	7	2	2	2	7	2	4	1	235	12,000	
6683	Fayetteville...	T. W. Sullivan.....	do.....	3	1	0	6	3	2	7	0	6	6	6	0	6	1	2	6,650	6,650	
6684	Findlay.....	J. F. Smith.....	Dist....	3	1	0	99	89	37	69	53	55	35	40	16	20	7	9	1,000	88,000	
6685	Fitchville...	P. B. Arnold.....	Twp....	3	1	0	6	3	4	1	0	0	0	0	1	0	0	0	200	7,100	
6686	Fletcher.....	Geo. C. Puckett.....	Dist....	2	1	0	2	3	4	1	0	0	0	0	3	8	0	0	150	7,075	
6687	Florida.....	A. J. Rohrbaugh, supt	do.....	3	1	0	4	5	4	5	0	1	0	0	6	1	0	0	278	7,025	

6694	Flushing	do.	C. R. Welbaum.	4	2	1	10	13	0	10	3	11	6	7	4	7	3	1	480
6695	Forest	do.	C. W. McClary	3	2	0	10	17	5	4	0	0	9	6	1	8	3	2	500
6696	Fort Jennings	Jennings High School.	R. A. Currier	3	2	0	8	11	7	0	2	1	9	8	1	1	0	287	
6697	Fort Recovery	High School.	Carl M. Huby	4	2	1	10	13	6	8	6	11	9	8	9	6	3	267	
6698	Frankfort	do.	C. B. Harty	4	2	1	8	11	3	6	0	3	0	3	0	3	0	460	
6699	Franklin Furnace	do.	F. B. Harris	4	2	1	17	20	3	14	3	14	1	11	1	11	1	31,500	
6700	Franklin Furnace	Green Township H. S.	J. A. Oppy	2	2	0	7	7	2	0					2	0	1	200	
6701	Fraserburg	(R. F. D. 1).	do.	4	1	2	11	8	2	7	4	7	4	3	4	3	2	500	
6702	Fredericksburg	High School.	Miss Nevada Mehler.	4	1	2	11	8	2	7	4	7	4	3	4	3	2	7,000	
6703	Fredericksburg	do.	do.	4	1	2	11	8	2	7	4	7	4	3	4	3	2	500	
6704	Fredericksburg	do.	Miss Alice Hutchison	4	2	2	7	9	5	9	4	5	4	4	4	4	3	500	
6705	Fredericksburg	do.	W. W. Burden	4	2	2	21	18	9	8	6	13	9	19	9	12	4	800	
6706	Fredericksburg	do.	F. D. Green	3	1	4	2	3	5	1	2	3	5	1	0	0	0	250	
6707	Fredericksburg	do.	H. M. Lowe	4	4	6	34	52	24	31	24	26	10	21	10	21	3	250	
6708	Fredericksburg	do.	R. C. Maston	2	1	0	8	6	3	1	3	7	2	2	3	2	1	100	
6709	Fredericksburg	do.	White Eyes Township H. S.	3	1	0	4	3	1	3	7	2	2	2	7	2	4	165	
6710	Fredericksburg	do.	Lincoln Township H. S.	3	1	0	4	3	1	3	7	2	2	2	7	2	4	165	
6711	Fredericksburg	do.	R. C. Apt.	4	2	0	8	10	11	6	2	9	2	9	1	4	1	240	
6712	Fredericksburg	do.	G. M. Wilcox	3	1	0	3	4	9	5	2	9	2	9	2	8	2	300	
6713	Fredericksburg	do.	W. M. Plumb	3	1	0	4	9	5	2	9	2	9	2	8	2	4	300	
6714	Fredericksburg	do.	E. H. White	4	2	0	42	60	32	27	31	38	18	18	19	18	1	200	
6715	Fredericksburg	do.	Edward A. Bouchet,	4	2	0	4	1	1	0	4	1	0	2	0	2	0	150	
6716	Fredericksburg	do.	Ph. D.	4	2	0	4	1	1	0	4	1	0	2	0	2	0	150	
6717	Fredericksburg	do.	Miss Mary F. Brad-	4	2	1	5	7	0	7	1	7	2	3	2	3	1	150	
6718	Fredericksburg	do.	do.	4	2	2	7	6	7	5	9	5	5	6	5	5	2	3,100	
6719	Fredericksburg	do.	E. D. Williamson	3	1	1	5	5	7	6	3	1	1	1	2	1	1	280	
6720	Fredericksburg	do.	C. H. Corbett	4	1	1	7	4	4	1	1	2	1	2	1	2	1	100	
6721	Fredericksburg	do.	G. W. Gurney	4	1	1	7	4	4	1	1	2	1	2	1	2	1	100	
6722	Fredericksburg	do.	John D. Marshall	4	1	5	23	31	19	20	11	19	8	15	6	14	4	500	
6723	Fredericksburg	do.	Miss Ellen F. Sullivan	3	0	1	2	1	4	2	0	3	0	3	0	3	0	1,500	
6724	Fredericksburg	do.	R. D. Gregg	4	2	1	11	11	10	10	8	2	3	7	3	7	0	500	
6725	Fredericksburg	do.	A. F. Waters	4	2	1	15	13	12	16	8	16	5	13	5	6	5	800	
6726	Fredericksburg	do.	S. M. Helz	4	2	2	15	14	10	12	3	15	14	15	14	15	3	200	
6727	Fredericksburg	do.	Spencer G. Stolz	3	2	0	3	6	6	4	1	2	2	2	2	2	2	340	
6728	Fredericksburg	do.	N. H. Stull	4	2	1	22	26	14	18	11	17	8	9	8	9	2	500	
6729	Fredericksburg	do.	Walter G. Alexander	4	1	2	15	21	14	18	11	17	8	9	8	9	2	500	
6730	Fredericksburg	do.	Henry J. Henning	3	1	1	7	4	3	3	6	0	7	1	0	0	1	400	
6731	Fredericksburg	do.	Miss Lillian Bowie	4	2	2	16	20	5	6	8	9	6	3	6	2	0	400	
6732	Fredericksburg	do.	O. C. Creighton	4	2	0	16	20	5	6	8	9	6	3	6	2	0	400	
6733	Fredericksburg	do.	F. M. Heston	4	2	0	11	13	10	6	8	9	6	3	6	2	0	400	
6734	Fredericksburg	do.	J. F. Ring	3	2	0	2	6	3	5	4	10	4	10	4	8	4	3	600
6735	Fredericksburg	do.	F. B. Stocker	3	2	0	11	13	10	6	8	9	6	3	6	2	0	600	
6736	Fredericksburg	do.	Mrs. Mary A. Allen	4	0	1	3	1	0	7	0	3	1	1	1	1	1	50	
6737	Fredericksburg	do.	W. L. Hostetter	4	2	1	5	9	4	0	2	11	4	5	4	5	4	150	
6738	Fredericksburg	do.	H. J. Kirschner	4	2	0	6	3	7	2	3	2	1	2	1	2	1	250	
6739	Fredericksburg	do.	W. E. Dancer	3	1	0	4	8	4	8	4	8	4	8	4	8	4	200	
6740	Fredericksburg	do.	Miss Flora G. Hoover	4	1	2	16	17	11	8	6	7	8	5	8	2	5	1,500	
6741	Fredericksburg	do.	Charles H. Moss	4	1	0	1	4	2	3	1	2	3	7	3	6	2	300	
6742	Fredericksburg	do.	C. A. Sin Clair	3	2	0	3	1	2	3	2	3	1	2	3	1	2	185	
6743	Fredericksburg	do.	Herbert N. Massey	4	2	0	31	28	16	20	8	13	16	16	14	16	8	2,000	

* Changed from 3-year to 4-year course since 1911.

† Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school students.						Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.				
					High-school teachers.		First year.		Second year.		Third year.		Fourth year.							
					Men.	Women.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
OHIO—continued.																				
6722	Greenford	L. C. Stinson	Twp.	3	1	0	3	1	3	1	8	10			5	7				82,000
6723	Greenspring	Miss Hazel Freed	Dist.	3	1	2	10	9	9	12	6	6	6		2	6	1	4		20,200
6724	Greentown	Charles Armstrong	Do.	3	1	1	7	4	1	1	3	3			6	6	2	1		20,200
6725	Greenville	Geo. Le Roy Selby	Dist.	4	2	7	35	60	28	40	21	20	16	20	14	20	2	4		8,260
6726	Greenville	P. J. Foltz	Do.	4	2	1	13	12	8	2	2	9	3		1	0	1			30,000
6727	Grafton	E. R. Gaskell	Do.	3	4	0	6	6	3	3	5	6	5		5	5	5	2		2,185
6728	Grove City	C. F. Newlander	Do.	4	2	1	21	20	13	6	5	6	5		5	5	5	0		18,400
6729	Groveport	M. C. Warren	Do.	4	3	1	28	20	12	12	9	10	4	9	4	4	4	4		1,000
6730	Grover Hill	L. M. Eschbach	Do.	4	2	1	10	6	2	4	8	6			4	4	4	2		8,300
6731	Gustarus	W. O. Renner	Twp.	4	1	2	6	9	5	0	1	7	1		1	6	1	3		570
6732	Hamden	W. H. Webb	Dist.	4	2	1	4	8	16	4	2	2	10		2	10	1	1		700
6733	Hamersville	Miss Nina F. Kendall	Dist.	3	1	10	93	99	74	72	49	99	40	45	37	40	19	17		175,000
6734	Hamilton	Chas. H. Lake	Dist.	3	1	1	6	7	8	16	4	4			1	4				169,000
6735	Hamlet	Miss Bertha Renner	Dist.	3	1	1	3	4	0	7	0	4			9	7	0			2,600
6736	Hanging Rock	Gleason Grimes	Do.	3	1	0	1	3	0	4	0	4			9	7	0	1		778
6737	Hannibal	P. I. Reed	Do.	3	2	0	4	6	0	4	2	6			3	5	0	1		116
6738	Hannibal	J. B. Mason	Do.	3	2	0	19	5	0	1	5	2			3	5	0	1		6,100
6739	Hannover	H. V. Merrick	Do.	3	2	0	10	6	0	4	2	6			4	4	0	0		8,800
6740	Hannover	Miss Lizzie White	Twp.	3	1	1	10	3	10	4	2	6			1	7	1	3		5,073
6741	Hannover	B. H. Games (1912)	Dist.	3	1	1	3	2	2	0	2	7			1	2	1	3		400
6742	Hannover	Thos. P. Pierce	Do.	3	1	1	4	7	12	7	8	10	8		1	2	1	3		7,400
6743	Hannover	H. E. Milligan	Do.	3	1	1	16	16	12	7	6	3			8	3	1			243
6744	Hannover	A. E. Hedger	Do.	3	1	1	7	9	6	7	6	3			8	3	1			7,400
6745	Hannover	H. L. Estes	Do.	3	1	1	11	9	7	6	3	3			5	3	1			12,109
6746	Hannover	Russell L. Fouse	Twp.	3	3	3	16	9	6	4	18	3	10		3	10	2	1		150
6747	Harford	Miss Mabel Hadley	Do.	3	1	1	2	5	2	4	0	0			5	3	2	1		5,400
6748	Harford	Miss Mabel Hadley	Do.	3	1	1	5	6	3	4	2	4			3	10	1			538
6749	Harford	Miss Fannie F. Hanna	Dist.	3	1	1	1	6	3	4	2	4			3	3	2	1		12,800
6750	Harveysburg	O. T. Horster	Do.	4	1	1	7	6	3	4	2	4			2	4	2	0		320
6751	Harveysburg	A. J. Horster	Do.	4	1	1	7	6	3	4	2	4			3	4	2	0		300
6752	Harveysburg	J. N. Stephenson	Do.	4	1	1	24	28	14	15	12	17	6		3	4	2	1		6,160
6753	Hicksville		Do.	4	2	2	1	1	1	1	1	1			2	2	1	3		2,709
6754	Hicksville		Do.	4	2	2	1	1	1	1	1	1			2	2	1	3		6,800
6755	Hicksville		Do.	4	2	2	1	1	1	1	1	1			2	2	1	3		2,900
6756	Hicksville		Do.	4	2	2	1	1	1	1	1	1			2	2	1	3		41,000
6757	Hicksville		Do.	4	2	2	1	1	1	1	1	1			2	2	1	3		41,000
6758	Hicksville		Do.	4	2	2	1	1	1	1	1	1			2	2	1	3		41,000
6759	Hicksville		Do.	4	2	2	1	1	1	1	1	1			2	2	1	3		41,000
6760	Hicksville		Do.	4	2	2	1	1	1	1	1	1			2	2	1	3		41,000
6761	Hicksville		Do.	4	2	2	1	1	1	1	1	1			2	2	1	3		41,000

6769	Highland	do.	C. W. Johnson	do.	4	1	1	1	1	1	0	2	2	1	2	1	2	0	400	10,300	
6770	Hillsboro	Norfolk Township H. S.	C. V. Niswonger	Twp.	4	2	1	1	1	1	0	2	2	5	2	5	0	440	13,500		
6771	Hillsboro	High School	John B. Cunniff	Dist.	4	3	1	3	3	3	37	45	23	18	23	10	14	0	47,000		
6772	Huron	do.	Joseph A. Mac	Twp.	4	2	1	1	1	1	0	2	2	1	4	1	4	1	2	200	
6773	Indianapolis	Springfield Township H. S.	John A. Ruhl	do.	3	1	1	1	1	1	0	0	10	1	8	1	4	1	0	3,250	
6774	Indianapolis	High School	Edgar C. Wedder	Dist.	3	2	0	2	2	2	0	5	3	1	9	6	1	0	1	200	
6775	Indianapolis	Burlington Township H. S.	Miss Helen V. V. Anderson	Twp.	4	1	1	1	1	1	6	5	2	6	1	2	1	0	1	7,300	
6776	Indianapolis	do.	J. N. Patteman	Dist.	4	2	1	1	1	1	2	7	4	3	2	2	2	1	0	175	
6777	Indianapolis	High School	A. O. Michael, supt.	Twp.	3	1	0	0	0	0	8	3	7	2	2	0	0	0	0	9,000	
6778	Indianapolis	Mount Sterling High School	Michael B. Underwood	Dist.	3	1	0	0	0	0	8	3	9	1	9	3	2	0	0	5,000	
6779	Indianapolis	High School	V. C. Keener	Dist.	3	2	0	1	1	1	0	9	3	0	2	3	0	0	0	5,000	
6780	Indianapolis	do.	Kenneth C. Gray	Twp.	4	2	1	1	1	1	9	9	8	11	1	10	2	5	1	600	
6781	Indianapolis	do.	T. F. Leonard	Dist.	4	1	1	1	1	1	2	8	8	10	3	5	0	2	0	1,200	
6782	Indianapolis	do.	S. H. Babcock	do.	4	1	1	1	1	1	2	8	8	10	3	5	0	2	0	21,000	
6783	Indianapolis	do.	I. S. Winner	do.	3	2	0	0	0	0	5	6	6	9	4	5	0	2	1	15,750	
6784	Indianapolis	do.	Miss Mary L. Barran	do.	4	1	1	1	1	1	2	9	15	3	4	5	0	2	0	2,150	
6785	Indianapolis	do.	O. H. Meekley	do.	3	2	0	0	0	0	7	3	4	6	2	3	2	3	0	500	
6786	Indianapolis	do.	Ray D. Crost	Dist.	4	3	2	2	2	2	33	47	30	23	20	23	21	16	8	4	
6787	Indianapolis	do.	Morris A. Hanson	Dist.	4	2	0	0	0	0	26	31	24	27	13	17	14	13	16	8	600
6788	Indianapolis	do.	W. E. Farlington	Dist.	4	2	0	0	0	0	4	13	2	6	4	4	4	3	6	4	400
6789	Indianapolis	do.	Miss Betty Jones	do.	3	1	1	1	1	1	2	7	4	1	3	7	4	4	3	4	300
6790	Indianapolis	do.	C. F. Finsterwald	do.	3	1	1	1	1	1	2	7	4	1	2	1	2	1	0	2,575	
6791	Indianapolis	do.	C. A. DeVos	Twp.	4	1	1	1	1	1	2	1	2	5	4	6	0	2	0	150	
6792	Indianapolis	do.	H. L. Stewart	Dist.	4	3	2	2	2	2	21	24	4	15	5	17	8	13	5	700	
6793	Indianapolis	do.	William Davenport	Twp.	2	1	0	0	0	0	5	1	2	2	2	2	2	1	0	30	10,000
6794	Indianapolis	do.	Mrs. Mary A. McCoy	Dist.	4	2	1	1	1	1	15	19	7	13	4	5	3	7	3	2	300
6795	Indianapolis	do.	Albert L. Murry	do.	3	1	0	0	0	0	3	5	3	3	2	3	2	2	2	2	150
6796	Indianapolis	do.	J. M. Wolf	do.	2	1	0	0	0	0	1	5	6	3	2	0	0	0	0	0	4,300
6797	Indianapolis	do.	C. H. Brislin	do.	4	3	1	1	1	1	12	13	9	2	4	4	4	4	4	4	7,000
6798	Indianapolis	do.	N. E. Hawkins	do.	4	3	1	1	1	1	12	13	9	2	4	4	4	4	4	4	3,850
6799	Indianapolis	do.	Charles Case	do.	4	2	0	0	0	0	9	9	7	2	6	13	4	13	4	2	400
6800	Indianapolis	do.	D. B. Grubb	Twp.	2	1	0	0	0	0	6	6	4	5	7	6	6	1	6	1	1,050
6801	Indianapolis	do.	W. S. Edmund, supt.	Dist.	4	2	1	1	1	1	12	13	7	7	9	12	10	6	10	6	500
6802	Indianapolis	do.	L. A. Sigrist	Twp.	3	1	0	0	0	0	6	3	3	3	7	4	3	3	3	3	250
6803	Indianapolis	do.	Victor H. Dray	Dist.	4	2	1	1	1	1	10	16	5	5	2	1	6	3	2	2	625
6804	Indianapolis	do.	Grover C. Speckman	Twp.	3	1	0	0	0	0	9	3	6	5	2	1	6	3	2	1	25,400
6805	Indianapolis	do.	Ralph R. White	Dist.	3	2	0	0	0	0	12	3	6	4	9	3	6	3	3	3	30
6806	Indianapolis	do.	H. O. Dice	do.	3	1	0	0	0	0	2	3	2	6	4	9	3	6	3	3	765
6807	Indianapolis	do.	Miss Amy L. Herritt	Dist.	3	1	0	0	0	0	16	17	22	23	8	16	13	16	5	3	16,800
6808	Indianapolis	do.	Charles E. Donatt	Twp.	4	1	1	1	1	1	3	5	2	4	4	3	3	0	1	3	200
6809	Indianapolis	do.	R. H. Nichols	Dist.	4	1	1	1	1	1	3	5	2	4	1	2	3	16	5	3	300
6810	Indianapolis	do.	Walter Gray	Dist.	4	2	1	1	1	1	24	46	18	33	18	26	10	20	13	20	71,000
6811	Indianapolis	do.	R. M. Frank	do.	3	1	0	0	0	0	6	9	10	8	4	2	0	4	3	2	255
6812	Indianapolis	do.	Paul F. Cromer	do.	4	2	1	1	1	1	6	9	10	8	4	2	0	4	3	2	300
6813	Indianapolis	do.	C. W. Koppes	Twp.	4	1	1	1	1	1	9	9	13	2	6	5	4	3	2	0	357
6814	Indianapolis	do.	do.	do.	4	1	1	1	1	1	9	13	2	6	5	4	3	2	0	1,055	

Value of building and grounds not given.

TABLE 35. — *Public high schools reporting for the school year ended June, 1911—Continued.*

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
OHIO—continued.																				
6806	Kinsman Special H. S.	P. S. Kingsbury	Twp.	4	1	2	8	13	8	7	6	5	2	6	2	6	2	0	1,800	\$25,500
6809	Camden Township H. S.	E. J. Dwiré	do.	2	1	0	5	4	0	6	.....	.....	.....	.....	.....	.....	.....	.....	300	4,000
6810	Kirkersville	Chas. H. Parrett	do.	2	2	0	5	3	3	4	4	2	.....	.....	4	2	4	2	125	4,225
6811	Erle Township H. S.	Chas. W. Jarvis, supt.	do.	4	2	1	0	4	6	1	6	.....	.....	.....	.....	.....	.....	.....	250	3,045
6812	La Carne	H. E. Baker	Dist.	4	2	1	7	6	2	5	3	3	8	3	3	3	0	200	6,200	
6813	Uniontown Special H. S.	Mrs. Mabel L. Ward	do.	4	2	1	5	7	6	10	6	0	3	4	3	4	2	3	1,000	24,275
6814	Danbury Township H. S.	H. W. Kennedy	Twp.	4	8	8	57	72	39	58	39	45	28	36	22	35	16	8	450	85,000
6815	Lakewood	W. C. Brachman	Dep't.	4	4	5	51	86	35	26	24	41	15	20	15	29	9	7	1,500	74,000
6816	Lancaster	William Walter	do.	4	3	0	23	15	11	14	5	6	3	1	3	1	2	0	340	18,500
6817	Berne Township H. S.	.....	Twp.	4	3	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6818	High School	J. W. Armstrong	Dist.	4	2	0	9	15	6	6	5	9	4	4	4	4	1	1	75	50,150
6819	do.	J. C. Berg	do.	3	1	0	2	3	2	4	3	3	.....	.....	.....	.....	.....	.....	200	15,000
6820	Lebanon	J. W. Lewis	do.	4	2	2	20	28	11	18	16	18	8	14	7	14	.....	500	52,000	
6821	Leesburg	Charles H. Lewis	do.	4	2	1	6	4	13	3	6	5	4	5	4	4	1	150	36,500	
6822	Orange Township H. S.	J. G. Herron	Twp.	3	2	0	4	2	3	2	5	.....	.....	.....	.....	.....	.....	.....	150	7,500
6823	Leetonia	P. C. Decker	Dist.	4	2	1	7	12	4	10	9	8	3	3	3	3	1	775	50,375	
6824	Leipsic	Miss Mabel Starr	do.	4	2	2	21	24	14	10	7	6	6	6	4	6	4	2	580	65,300
6825	Le Roy	Robert Lancer	do.	4	2	1	8	9	5	10	2	6	6	7	6	7	4	3	1,200	16,400
6826	Leart Falls	David Parker	do.	2	1	0	3	5	5	2	7	3	5	1	5	1	1	0	300	3,300
6827	Lewistown	Miss Helen T. Morrill	do.	4	1	1	1	8	1	4	3	5	2	3	2	3	.....	.....	600	30,300
6828	Lewistown	Joseph E. Auer, supt.	do.	4	1	1	7	7	4	8	2	5	4	11	4	11	2	1	250	18,250
6829	Liberty Center	J. W. Brown, supt.	do.	4	2	0	8	8	4	7	5	6	0	0	.....	.....	.....	840	135,000	
6830	Lima	S. Sligh	Dep't.	4	5	13	120	136	67	84	55	69	44	67	34	59	7	6	2,000	20,000
6831	Lima (R. F. D. 1)	Perry A. Harrington	Dist.	3	1	0	2	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	20,000	
6832	Lisbon	Lloyd D. Felton	do.	4	1	3	27	26	19	21	15	7	21	17	21	13	.....	300	11,750	
6833	Litchfield	N. P. Clark	Twp.	3	1	0	1	5	4	2	3	3	.....	.....	3	0	.....	200	1,200	
6834	Lockbourne	W. E. Games	do.	3	1	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	250	6,300	

Lockington	High School	C. R. Snyder	Dist.	2	1	0	3	4	6	7	.....	.....	.....	0	2	0	1	.....	.....
Lackland	do.	Stephen T. Dins, supt.	do.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lackwood	Green Township H. S.	J. A. Pierce	Twp.	4	1	4	21	19	8	18	19	0	5	6	6	5	3	430	43,000	
Ladd	High School	Miss Harriet V. Hoff- man	Dist.	4	1	2	6	0	5	8	8	4	5	11	5	10	1	1,400	16,800	
Legan	do.	F. W. Cressp.	do.	4	2	3	26	25	5	23	15	9	12	14	13	18	.....	200	125,000
London	do.	Stanley Adkins	do.	4	2	4	25	30	20	25	21	24	10	14	10	13	6	8	2,000	130,000
London (R. F. D. 4)	High Plain High School	Albert T. Smith	Twp.	2	1	0	3	4	1	6	.....	.....	.....	.....	.....	.....	.....	30	8,020
Lorain	High School	D. J. Boone	Dept.	4	2	11	111	116	54	45	41	46	20	43	.....	.....	.....	106,000	.....
Loudonville	do.	L. R. Brown	Dist.	4	2	1	9	16	15	8	7	3	8	1	2	6	1	2,000	31,000	
Louisville	do.	C. F. Greeting	do.	4	3	0	13	16	5	7	3	8	4	1	7	1	7	1,400	.....
Lowland	East Loveland High School	John Morris	do.	4	1	2	8	12	3	10	3	8	4	1	4	1	2	350	20,250	
Louisville	do.	B. S. Snell	do.	4	2	1	14	5	5	2	6	4	2	1	2	1	1	800	37,000	
Louisville	do.	F. S. Alley	do.	4	2	1	4	11	3	4	2	0	4	3	2	3	2	400	23,800	
Louisville	Valley Township H. S.	H. B. Gullett	Twp.	4	3	1	11	12	5	8	7	10	3	6	3	6	3	600	12,500	
Lynchburg	High School	W. F. Agnew	Dist.	3	2	0	15	9	2	3	2	3	.....	.....	.....	.....	.....	300	20,075
Lyons	do.	Miss Elizabeth W. Chandler	do.	3	4	1	4	3	1	3	3	.....	.....	.....	.....	.....	.....	100	1,500
Lytle	do.	Miss Mamie Davis	do.	4	1	2	12	9	16	6	5	6	7	12	7	12	5	800	15,500	
McArthur	do.	H. A. Higgins	Twp.	3	2	0	10	14	4	11	5	1	.....	.....	.....	.....	.....	250	6,200
McClure	Damascus Township H. S.	Samuel E. Weaver	Dist.	4	1	2	7	17	5	12	3	10	1	6	1	1	1	600	80,000	
McComb	High School	Fred V. Boule	do.	4	2	1	9	16	11	15	7	5	9	13	8	11	.....	500	18,500
McConnellsville	do.	Miss Minna Geller	do.	2	1	0	5	12	3	3	.....	.....	.....	.....	.....	.....	.....	150	12,075
McGuire	do.	Mr. S. Neale	do.	3	4	0	5	3	1	4	0	3	.....	.....	.....	.....	.....	200	6,150
Macedonia	do.	C. H. Bennett	Twp.	2	3	0	8	4	3	.....	.....	.....	.....	.....	.....	.....	.....	600	15,500
Maest (Sta. L. R. F. D. 2, Cincinnati)	Green Township H. S.	Miss M. Adella McCann	do.	3	1	1	3	6	3	5	3	.....	.....	.....	.....	.....	.....	350	35,350
Madison	High School	Miss Pearl Rand	Dist.	4	1	2	5	6	4	5	7	0	3	3	3	3	1	300	20,400	
Madisonville	do.	Walter Peoples	Dept.	4	4	5	37	49	16	25	10	25	9	17	9	15	5	7	900	52,000
Magnolia	do.	Miss Lucetta Morgan	Dist.	3	1	1	5	5	3	1	2	4	0	.....	.....	.....	.....	180	10,800
Magraw	Westville High School	J. R. Price	Twp.	3	1	1	5	7	3	3	1	2	2	1	2	1	0	180	10,075	
Malinta	High School	F. O. Russell	Dist.	3	1	0	1	7	3	2	0	4	.....	.....	.....		

Changed from 3-year to 4-year course since 1911.

Value of building and grounds not given.

PUBLIC AND PRIVATE HIGH SCHOOLS.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Volums in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.			Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
OHIO—continued.																				
1879	Marysville (R. F. D. 3).	Leesburg Township H. S.	Twp.	3	1	0	7	2	1	3	4	0	...	...	4	0	1	0	250	1,640
1880	Marysville (R. F. D. 2).	Millcreek Township H. S.	do.	3	1	0	1	4	1	1	3	0	...	...	3	0	...	...	100	2,200
1881	Mason.	High School.	Dist.	4	1	1	3	11	7	4	1	5	2	7	2	7	...	...	400	7,000
1882	Massillon.	do.	do.	4	4	6	60	49	20	35	25	31	18	16	18	16	...	...	1,200	...
1883	Massillon (R. F. D. 2).	West Brookfield H. S.	Dist.	2	1	0	2	1	7	4	...	...	...	...	6	4	...	...	235	10,000
1884	Mechanicsburg.	High School.	do.	4	2	1	16	22	8	8	7	11	1	11	1	11	1	0	300	31,600
1885	Medina.	do.	do.	4	3	8	16	24	20	27	22	26	18	11	15	9	13	7	500	91,500
1886	Medina (R. F. D. 7).	Grange Township H. S.	do.	4	2	0	8	7	0	9	6	9	9	12	5	7	2	0	400	8,180
1887	Melmore.	Eden Township High School.	Twp.	4	0	2	4	4	4	7	2	3	0	1	0	1	0	1	300	6,200
1888	Mendon.	Mendon and Union Twp. H. S.	do.	4	2	1	10	12	4	8	11	4	2	8	2	8	1	1	500	25,650
1889	Mercer.	High School.	Dist.	3	2	0	2	7	2	1	0	0	...	...	0	0	...	...	420	10,500
1890	Metamora.	do.	do.	3	2	0	10	5	5	7	6	1	...	...	6	1	2	0	200	26,600
1891	Miamisburg.	do.	do.	4	2	8	22	25	19	31	12	17	6	19	0	2	3	2	700	30,500
1892	Middleburg.	Zane Township H. S.	Dist.	3	1	0	1	5	1	8	1	2	...	...	0	2	...	...	300	4,000
1893	Middle Point.	High School.	Twp.	2	1	0	4	5	1	4	...	...	...	...	1	4	...	...	100	10,075
1894	Middletown.	do.	do.	4	4	6	66	53	25	32	19	25	16	23	14	22	6	12	1,100	53,500
1895	Midland.	do.	Dist.	3	1	0	4	4	4	4	4	4	...	...	2	2	...	...	100	6,200
1896	Milan.	do.	do.	4	2	2	16	12	7	9	8	3	3	8	3	5	3	0	400	28,080
1897	Millard.	do.	do.	4	3	0	18	15	6	13	10	8	9	8	8	8	3	0	300	20,250
1898	Millard Center.	do.	do.	4	4	3	0	18	15	6	13	10	8	9	8	8	3	0	300	20,250
1899	Miller City.	do.	Twp.	2	1	1	3	9	3	3	2	1	1	2	1	2	1	1	300	11,400
1900	Millersburg.	do.	Dist.	2	1	0	3	5	3	3	6	2	1	1	1	3	1	1	...	...
1901	Millersburg (R. F. D. 2).	Mechanic Township H. S.	do.	4	3	1	12	15	18	13	12	14	4	14	4	14	4	5	2,000	52,900
1902	Mineral City.	High School.	Dist.	3	1	2	7	11	3	4	2	8	...	...	2	3	1	0	200	30,200
1903	Mineral Ridge.	do.	do.	3	1	1	6	4	0	9	3	7	...	...	0	5	0	3	160	13,160
1904	Minerva.	do.	do.	4	3	1	23	11	17	4	10	7	9	3	8	2	2	2	2,000	21,300

6903	Mingo Junction	do.	4	8	2	5	12	13	6	7	8	7	12	7	3	8	2	4	800	23,750
6904	Minster	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6905	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6906	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6907	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6908	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6909	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6910	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6911	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6912	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6913	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6914	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6915	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6916	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6917	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6918	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6919	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6920	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6921	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6922	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6923	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6924	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6925	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6926	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6927	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6928	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6929	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6930	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6931	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6932	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6933	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6934	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6935	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6936	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6937	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6938	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6939	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6940	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6941	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6942	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6943	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6944	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6945	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6946	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6947	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6948	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6949	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6950	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	
6951	Mogadore	do.	2	2	0	1	16	2	6	6	2	5	5	3	5	1	0	600	15,700	

Value of building and grounds not given. ●

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates prepared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
OHIO—continued.																				
6952	New Vienna.....	J. L. Cadwallader.....	Dist.....	4	2	1	7	20	4	6	9	8	4	6	4	6	2	1	.....	\$21,000
6953	New Washington.....	J. R. Patterson.....	do.....	4	2	1	13	14	0	0	6	4	10	9	10	9	3	0	400	25,750
6954	New Waterford.....	C. H. Hoopes.....	do.....	3	2	0	5	6	4	2	1	4	4	5	1	4	.....	200	15,300	
6955	Ney.....	W. A. Miller.....	Twsp.....	4	2	1	7	9	5	6	4	4	4	5	4	5	.....	600	18,200	
6956	Niles.....	E. B. Whitcomb.....	Dept.....	4	2	3	17	28	20	49	14	13	9	9	9	9	6	4	.....	53,000
6957	North Baltimore.....	Miss Elizabeth Brown.....	do.....	4	2	3	21	25	10	12	19	17	10	18	10	18	3	5	1,000	62,000
6958	North Bloomfield.....	H. A. Stevens.....	Dist.....	3	1	0	3	2	2	1	0	2	2	2	2	2	0	1	225	2,100
6959	Northfield.....	Miss Eva Miz.....	Twsp.....	4	1	2	8	6	5	13	4	5	2	2	2	2	0	1	300	9,125
6960	North Lewisburg.....	Chas. F. Hill.....	Dist.....	4	2	0	7	5	9	7	3	7	3	5	2	5	.....	200	10,200	
6961	North Lima.....	H. W. Phillips.....	do.....	3	1	1	7	8	9	3	7	3	4	9	0	0	.....	500	12,250	
6962	North Madison.....	Miss V. M. Smead.....	Twsp.....	3	1	1	31	72	19	36	13	21	16	31	16	23	11	8	600	20,400
6963	Norwalk.....	James E. Cole.....	Dept.....	4	3	6	3	6	3	7	19	36	13	21	16	23	11	8	600	98,000
6964	Norwood (Sta. Cincinnati).....	W. W. McIntire.....	do.....	4	2	8	46	52	27	48	20	29	11	26	10	25	5	15	550	80,000
6965	Nottingham.....	Miss Edna B. Robinson.....	Dist.....	4	0	3	5	6	6	13	3	4	4	6	4	0	2	2	800	.....
6966	Nova.....	Troy Special Centralized Sch. Geo. J. Mitchellson.....	Twsp.....	3	1	0	3	4	4	2	0	0	3	5	.....	2	3	.....	161	7,600
6967	Nutwood (R. F. D.).....	Miss Bessie Churchill.....	do.....	3	1	1	4	6	3	3	8	3	5	.....	2	3	.....	150	.....
6968	Oak Harbor.....	Mrs. Sarah R. Gill.....	Dist.....	4	2	2	12	24	13	15	7	12	12	9	12	9	7	2	813	20,335
6969	Oak Hill.....	Miss Edith Ward.....	do.....	4	1	2	6	10	1	2	3	4	7	3	7	3	.....	600	16,200	
6970	Oberlin.....	Stanley Morris.....	Dept.....	4	4	3	36	45	26	48	30	34	24	35	23	31	20	20	600	62,000
6971	Ohio City.....	Miss Crystal Daniels.....	Dist.....	3	1	2	7	3	3	8	4	6	4	6	4	4	2	2	900	16,400
6972	Okeana.....	J. A. Goshorn.....	Twsp.....	4	1	1	4	6	1	4	3	4	5	6	5	6	2	2	300	8,200
6973	Old Fort.....	C. W. G. Taylor.....	Dist.....	3	2	0	4	6	3	4	1	2	3	.....	2	3	1	2	400	1,250
6974	Olmsstead Falls.....	S. H. Pincombe, supt.....	do.....	3	3	1	3	5	1	2	2	3	.....	2	2	3	1	2	200	3,025
6975	Orient (R. F. D. 1).....	G. L. Justice.....	Twsp.....	3	2	0	6	5	0	1	2	3	.....	2	2	3	1	2	75	1,700
6976	Orwell.....	C. D. Groves.....	Dist.....	4	1	2	6	12	4	5	6	3	6	2	6	2	4	.....	1,200	.....
6977	Osborn.....	Miss Winifred Creamer.....	do.....	4	1	1	10	13	4	5	6	3	3	1	4	1	4	.....	200	20,700
6978	Osborn (R. F. D.).....	Miss Martha Ward.....	Twsp.....	4	2	1	9	3	2	2	5	.....	7	2	7	2	4	1	250	3,700

6976	Canaburg	High School	Lewis' Col.	Dist.	3	1	0	3	1	0	4	2	6	6	2	3	6	2	2	280	7,500
6980	Outaouais	do	Miss Clara Dunn	do	4	1	3	7	12	2	6	5	5	5	5	2	3	2	423 <td>7,700</td>	7,700	
6981	Outaouais (R. F. D. 2)	Concord Township H. S.	E. G. Hinkle	Twp.	3	1	0	5	2	0	5	5	2	2	2	1	5	1	106 <td>1,500</td>	1,500	
6982	Ottawa	High School	O. J. Kelnath	Dist.	4	3	2	26	22	8	16	4	11	4	5	3	1	1,500	26,000		
6983	Ottawa (R. F. D. 1)	Crawns College H. S.	Wm. M. Janet Power	Twp.	4	2	1	4	7	4	3	5	2	13	12	3	0	881	16,400		
6984	Ottawa	Boston Village H. S.	E. H. Pattison	Dist.	3	2	0	3	6	4	6	2	4	1	2	1	0	200	6,175		
6985	Oxford	High School	Miss Mary E. Grennan	Dist.	4	2	0	16	12	3	13	9	14	11	15	8	5	1,100	12,350		
6986	Palmerline	do	O. H. Lowery	Dept.	4	2	7	37	53	39	48	28	39	17	33	5	5	500	99,000		
6987	Palmerline	do	M. A. Brown	Dist.	3	1	0	1	2	3	6	8	7	3	3	2	2	357	3,100		
6988	Pandora	Riley Township H. S.	J. A. Smith	Twp.	4	3	1	23	14	11	4	10	15	12	4	6	1	464	444		
6989	Parkman	High School	M. H. Norton	do	4	1	1	12	8	3	3	3	3	3	2	1	2	400	11,150		
6990	Pataskala	do	Clyde Bateman	Dist.	4	2	10	19	6	14	9	6	10	5	10	2	4	160	1,100		
6991	Pataskala (R. F. D. 3)	Jersey High School	Edward J. Bonelli	do	3	3	0	3	1	8	9	6	0	6	0	0	2	250	2,150		
6992	Paulding	High School	W. B. Hughes	do	4	2	2	12	32	9	21	4	14	7	7	7	3	2	100	31,000	
6993	Payne	do	Ira L. Parker	do	4	3	0	9	6	6	8	10	6	3	5	3	0	1	1,000	30,500	
6994	Peebles	do	Miss Irene Thompson	do	4	4	1	13	14	12	14	9	6	12	2	3	0	1	300	5,600	
6995	Pemberville	do	E. W. Howey	do	4	2	1	6	14	5	6	2	8	1	2	1	2	1	400	20,300	
6996	Pennsylvania	do	R. O. Rower	do	4	4	1	2	1	7	3	1	1	1	2	1	0	0	275	5,150	
6997	Pennsylvania	Penn Township H. S.	F. C. Dunn	Twp.	3	2	0	2	3	6	10	2	4	0	0	0	0	0	300	15,500	
6998	Perry	High School	W. B. Krimpton	do	4	2	1	5	8	6	10	2	4	0	4	0	0	0	100	36,500	
6999	Perrysburg	do	Miss Hazel M. Coherly	Dist.	4	1	3	14	7	15	3	7	6	10	6	10	5	1	150	5,200	
7000	Perrysburg	do	Miss Charlotte Eddy	do	3	0	1	2	6	1	9	0	0	0	0	0	0	0	120	3,028	
7001	Petersburg	do	Carl W. Wendt	do	3	1	0	6	8	4	4	9	1	6	1	6	1	1	600	40,000	
7002	Phalanx station	Chalker High School	James Mallory	Twp.	2	1	0	11	4	9	1	3	1	0	0	1	0	200	5,050		
7003	Pierpont	High School	S. H. Watson	Dist.	4	3	0	6	10	7	1	3	1	2	4	2	3	2	500	5,500	
7004	Pikeston	do	M. V. Rinehart	do	4	2	1	15	19	4	5	6	8	4	5	4	5	1	768	11,000	
7005	Pioneer	do	Daniel R. Ellabarger	Dept.	4	5	5	57	61	56	48	17	25	14	27	13	20	7	800	42,000	
7006	Piqua	do	J. A. Runyan	Dist.	4	2	3	18	22	7	21	12	18	7	12	7	12	3	400	50,500	
7007	Plain City	do	Donald Piers	do	2	1	0	0	3	7	8	1	1	1	6	7	2	1	225	9,000	
7008	Plain City (R. F. D. 3)	Jerome Special H. S.	A. A. Barton	do	3	2	0	5	1	5	10	5	5	5	5	5	5	5	400	5,000	
7009	Plainfield	High School	Carlton Henry	Twp.	4	3	0	10	9	8	5	5	5	5	5	5	5	2	300	8,600	
7010	Plattsburg	Harmony Township H. S.	J. W. Gowdy	Twp.	4	2	1	10	4	5	3	5	7	3	4	3	4	1	500	9,400	
7011	Pleasant Hill	High School	Thos. L. Simmermon	Dist.	4	1	3	13	16	8	14	4	14	1	5	1	5	0	600	6,000	
7012	Pleasant Ridge	do	Miss Lula B. Phinney	do	4	1	1	3	14	4	15	3	1	2	10	2	0	1	600	4,200	
7013	Plymouth	do	Wilbert A. Stevens	do	3	1	0	3	4	4	5	2	4	2	9	4	4	0	156	4,200	
7014	Poland	do	F. E. Wicks	do	3	1	0	3	8	4	2	4	2	4	4	4	0	1	156	4,200	
7015	Polk	do	George F. Putman	do	2	1	0	13	2	4	1	1	1	1	1	2	1	1	550	10,200	
7016	Portage	do	C. C. Underwood	do	2	1	0	22	24	11	12	3	13	4	12	2	6	1,000	76,500		
7017	Port Clinton	do	E. E. Freimark	Twp.	2	1	0	8	1	1	1	1	1	1	1	0	0	140	600		
7018	Port Clinton (R. F. D. 1)	Catawba Island H. S.	W. D. Gulland	Dept.	4	6	7	91	113	12	28	36	24	20	18	5	5	200	27,000		
7019	Portsmouth	High School	D. E. Ross	Dist.	3	2	0	2	4	3	3	0	0	0	0	0	0	200	1,150		
7020	Portsmouth (R. F. D. 2)	Near Boston H. S.	J. D. Hunt	do	3	2	0	8	6	4	6	6	5	5	5	5	5	200	1,100		
7021	Port Washington	High School	N. B. S. Heidtbaugh	Twp.	3	1	0	3	4	4	7	5	7	5	7	3	2	500	5,175		
7022	Port William	Liberty Township H. S.	Merlin H. Sando	do	3	1	1	7	8	4	3	2	2	3	3	1	0	320	3,250		
7023	Possum	Union Township H. S.		do																	

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
OHIO—continued.																				
7024	Powell.....	Edgar Law.....	Twp.....	3	1	0	3	6	1	5	1	2			0	0			350	\$25,000
7025	Powhatan Point.....	W. C. Norris.....	Dist.....	3	1	1	4	2	2	2	3	1			1	2	1	0	400	6,300
7026	Prairie Depot.....	Miss Gwendolen Bense- dict.	do.....	4	2	1	7	5	5	8	6	6	1	3	1	2	1	0	26,300	
7027	Proctorville.....	Simson H. Bing.....	do.....	3	1	0	10	9	1	3	6	4			6	4	5	0	250	5,100
7028	Prospect.....	Miss Fern Hartman.....	do.....	4	1	0	8	9	1	6	4	11	2	8	2	4	2	4	376	3,550
7029	Put-in-Bay.....	R. J. Alber.....	do.....	4	1	0	17	20	2	3	7	8	10	1	10	4	1	1	1,000	5,500
7030	Quaker City.....	J. O. Fawcett.....	do.....	4	2	0	17	20	6	8	3	0	2	5	2	5	1	3	800	20,300
7031	Quincy.....	Loye M. Snyder.....	do.....	4	1	1	2	6	4	2	3	0	2	5	2	4	1	3		
7032	Racine.....	Walter F. Sines.....	do.....	4	2	1	12	7	5	4	3	0	1	5	2	4	1	3	1,000	
7033	Radnor.....	W. E. Schlanders.....	do.....	3	2	0	2	4	3	0	1	5			1	5	1	5	200	5,700
7034	Rogersville.....	J. A. Neff.....	Twp.....	3	2	0	1	8	4	3	3				4	3	3	1	78	5,400
7035	Rainbow.....	W. S. Ferguson.....	do.....	4	1	0	13	15	16	21	15	19	15	19	15	17	8	8	2,500	52,500
7036	Ravenna.....	Harriet Sumner.....	Dist.....	4	1	0	11	5	5	3	5	6	2	3	2	3	2	2	460	5,450
7037	Rawson.....	J. L. Stedder.....	Dist.....	4	1	0	7	6	3	2	10	3			3	3	2	0	75	1,65
7038	Rawson (R. F. D.).....	J. E. Dobbins.....	Twp.....	3	2	0	8	4	2	2	3	2			3	3	2	1	660	12,400
7039	Raymond.....	Liberty Twp. H. S.....	do.....	3	2	0	6	3	3	0	3	2			3	3	1	3	275	18,200
7040	Reevely.....	H. W. Hudson.....	Dist.....	3	1	0	19	20	3	0	0	0	0		3	3	0	0	260	2,600
7041	Rely.....	J. W. Depp.....	Twp.....	3	1	0	19	20	3	0	0	0	0		3	3	0	0	300	10,200
7042	Republic.....	John I. Beall.....	Dist.....	4	2	1	20	9	7	11	4	3	4	8	4	1	4	0	180	
7043	Richardsburg.....	Franklin Smith.....	Dist.....	4	1	0	4	6	3	3	2				1	1	1	1	250	2,125
7044	Richmond.....	O. B. Miller.....	do.....	4	1	0	20	26	7	13	9	13	7	2	7	2	2	0	1,100	26,700
7045	Ridgeville.....	Archer Olive.....	do.....	4	3	0	4	6	0	3	2	2			2	2	1	0	200	12,125
7046	Ridgeville High School.....	A. L. Hear.....	do.....	4	3	1	0	3	2	3	2	2			2	2	3	2	150	
7047	Ridgeway.....	Chas. C. La Rue.....	do.....	4	2	3	2	12	7	8	3	4	1	4	2	4	2	2	311	16,600
7048	Rio Grande.....	Miss S. May Fulton.....	Twp.....	4	2	3	2	12	7	8	3	4			0	3	0	3	265	10,400
7049	Rising Sun.....	L. S. Feght.....	Dist.....	3	2	1	5	13	6	9	5	4			2	4	2	2	800	11,200
7050	Rittman.....	C. W. Couse.....	Twp.....	4	2	1	5	7	7	4	3	3	3	5	0	3	0	3	300	11,200
7051	Rock Creek.....	Newton Dender.....	do.....	4	2	1	5	7	7	4	3	3	3	5	0	3	0	3	300	11,200

7043	Freeport.....	do.	J. H. Hurner, supt.	Dist.	4	3	0	15	16	0	6	8	8	4	5	4	1	1	633	33,260
7044	Rocky Ridge.....	do.	A. O. Dwin	do.	2	1	0	3	6	0	0	1	1	1	2	0	1	1	120	2,000
7045	Revere H. S.	do.	Paul Huff.....	do.	3	1	0	4	8	2	0	1	1	1	1	1	1	1	800	1,000
7046	Rocky Hill.....	do.	Miss Amy Hunter...	Twp.	3	1	0	12	4	8	10	3	6	1	6	1	3	800	8,000	
7047	Roseton.....	do.	Philip J. Morris...	Dist.	4	2	1	16	6	4	10	4	10	1	6	1	3	860	21,800	
7048	Roseton.....	do.	Miss Kathryn Grise	Twp.	4	1	1	10	6	7	7	4	8	0	0	0	0	350	1,800	
7049	Roseton.....	do.	Chas. M. Weir.....	Dist.	4	1	1	10	6	7	7	4	8	0	0	1	2	300	12,000	
7050	Roseton.....	do.	Edw. F. Stone.....	Twp.	3	2	0	8	13	4	6	6	0	2	3	3	4	400	1,800	
7051	Roseton.....	do.	R. F. Stens.....	Dist.	3	2	0	4	4	6	6	6	0	2	3	3	110	12,025		
7052	Roseton.....	do.	Chas. W. Johnson...	do.	4	2	1	11	27	9	19	7	9	5	7	0	1	1,200	36,500	
7053	Roseton.....	do.	F. F. Vale.....	Dist.	4	2	1	11	27	9	19	7	9	5	7	0	1	1,200	36,500	
7054	Roseton.....	do.	J. L. Tridler.....	Dist.	4	2	1	11	27	9	19	7	9	5	7	0	1	1,200	36,500	
7055	Roseton.....	do.	P. A. Jones.....	Dist.	4	2	1	11	27	9	19	7	9	5	7	0	1	1,200	36,500	
7056	Roseton.....	do.	Miss Sadie Giffin...	Twp.	3	1	1	19	20	12	17	8	7	6	5	2	0	125	4,000	
7057	Roseton.....	do.	J. Howard Spohn...	Dist.	3	1	1	19	20	12	17	8	7	6	5	2	0	125	4,000	
7058	Roseton.....	do.	Miss Agnes Atkinson...	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7059	Roseton.....	do.	Frank W. Lease...	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7060	Roseton.....	do.	Miss Frances C. Walter	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7061	Roseton.....	do.	Miss Adella E. Knight	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7062	Roseton.....	do.	John O. Falkinburg,	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7063	Roseton.....	do.	A. M.	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7064	Roseton.....	do.	C. F. Barnes, supt.	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7065	Roseton.....	do.	C. W. Hill.....	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7066	Roseton.....	do.	Frank A. Derick...	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7067	Roseton.....	do.	S. L. Rowe.....	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7068	Roseton.....	do.	Edw. and Bradtner	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7069	Roseton.....	do.	W. W. Oliver.....	Dist.	4	1	1	40	80	21	33	15	20	15	23	16	23	1,350	52,000	
7070	Roseton.....	do.	E. L. Bolander.....	Dist.	4	1</														

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
OHIO—continued.																				
7099	South Salem.....	C. C. Wood.....	Twp.....	4	2	1	13	13	6	8	4	3	0	0	0	0	0	0	250	\$11,500
7100	Stokes Township H. S.....	Miss Cora E. Morris.....	do.....	3	1	1	3	9	10	1	1	7	.....	.....	1	7	0	2	110	1,500
7101	South Webster.....	E. W. Edwards.....	Dist.....	2	1	0	8	11	0	0	0	.....	.....	.....	.....	.....	.....	300	11,000	
7102	Spencer.....	R. F. Howe.....	do.....	4	1	1	9	10	6	4	4	3	4	3	3	3	1	0	400	35,250
7103	Spencerville.....	William Carolus.....	do.....	4	3	1	15	18	12	15	5	10	6	7	6	7	4	3	300	11,000
7104	Springboro.....	Miss Josephine Pociety.....	do.....	3	1	1	2	7	2	7	3	0	.....	.....	3	6	1	1	400	35,250
7105	Springfield.....	C. C. Patterson.....	Dept.....	4	11	12	175	217	110	135	94	89	36	63	32	53	18	16	550	12,200
7106	Springfield (R. F. D.).....	W. C. Coleman.....	Twp.....	4	3	0	12	5	15	5	11	2	6	5	6	5	4	0	450	5,500
7107	Springfield (R. F. D.).....	S. E. Busler.....	do.....	3	1	0	4	6	0	0	3	4	.....	.....	0	0	0	200	16,075	
7108	Spring Valley.....	K. E. Randall.....	Dist.....	3	1	0	3	4	4	6	2	4	.....	.....	2	4	4	500	12,000	
7109	Stafford.....	J. Clyde Twinem.....	do.....	2	1	0	3	8	5	1	2	4	.....	.....	5	1	4	1	200	5,950
7110	Stirling.....	J. H. Vef.....	do.....	4	1	0	0	6	3	2	2	1	3	1	1	0	.....	.....	137,000	3,500
7111	Staubenville.....	John V. Cox.....	Dept.....	4	4	7	54	71	34	34	36	33	5	29	0	29	3	6	200	3,500
7112	Stewart.....	Guy Dinsmoor.....	Dist.....	2	1	0	8	13	0	0	.....	.....	.....	.....	0	0	0	.....	.....	3,000
7113	Stout.....	G. H. Burbage.....	do.....	1	1	0	8	5	.....	2	5	.....	.....	.....	3	0	1	.....	.....	.....
7114	Stoutsville.....	C. E. Valentine.....	Twp.....	4	2	0	14	8	8	5	2	3	1	3	1	3	1	1	200	15,250
7115	Strasburg.....	Charles Barthelme.....	Dist.....	3	1	1	10	14	8	4	5	12	.....	.....	8	4	.....	600	15,500	
7116	Strasburg.....	H. M. Bedford.....	Twp.....	3	2	0	4	10	5	3	5	12	.....	.....	3	8	1	0	300	50,300
7117	Struthers.....	Miss Beulah Reinsmiser.....	Dist.....	3	1	2	10	10	5	5	2	6	4	3	4	3	2	2	250	10,250
7118	Stryker.....	E. E. Vernier.....	do.....	4	3	0	6	12	3	9	2	6	4	3	4	4	3	2	120	3,300
7119	Suffield.....	John Woodling.....	Twp.....	3	1	0	4	5	1	1	4	4	.....	.....	1	4	.....	150	3,250	
7120	Sugar Creek.....	W. F. Adam.....	do.....	4	1	1	6	6	5	2	1	4	3	4	0	0	0	200	2,275	
7121	Sullivan.....	Ira L. Landis.....	do.....	3	2	0	6	6	4	6	2	4	.....	.....	2	4	2	1	250	2,275
7122	Sulphur Springs.....	Chas. E. Williams.....	Dist.....	3	1	0	8	0	4	5	1	5	.....	.....	0	3	0	1	250	3,000
7123	Summersfield.....	E. E. Tabler.....	do.....	3	2	0	8	4	4	4	5	3	.....	.....	0	0	0	250	2,275	
7124	Summit Station.....	Miss Glorine B. Bease.....	Twp.....	4	1	2	4	5	4	9	3	8	2	2	2	2	2	275	12,300	
7125	Swanton (R. F. D.).....	G. O. Simpson.....	do.....	4	1	2	6	3	4	4	4	1	2	3	2	2	1	250	1,100	

School	1911	1910	1909	1908	1907	1906	1905	1904	1903	1902	1901	1900
Sylvania (R. F. D. 1).	2120	2120	2120	2120	2120	2120	2120	2120	2120	2120	2120	2120
Tallmadge	2121	2121	2121	2121	2121	2121	2121	2121	2121	2121	2121	2121
Tarleton	2122	2122	2122	2122	2122	2122	2122	2122	2122	2122	2122	2122
Terrace Park	2123	2123	2123	2123	2123	2123	2123	2123	2123	2123	2123	2123
Thackery	2124	2124	2124	2124	2124	2124	2124	2124	2124	2124	2124	2124
Thompson	2125	2125	2125	2125	2125	2125	2125	2125	2125	2125	2125	2125
Thurston	2126	2126	2126	2126	2126	2126	2126	2126	2126	2126	2126	2126
Tiffin	2127	2127	2127	2127	2127	2127	2127	2127	2127	2127	2127	2127
Tippecanoe City	2128	2128	2128	2128	2128	2128	2128	2128	2128	2128	2128	2128
Tippecanoe City (R. F. D. 4).	2129	2129	2129	2129	2129	2129	2129	2129	2129	2129	2129	2129
Tiro	2130	2130	2130	2130	2130	2130	2130	2130	2130	2130	2130	2130
Toledo	2131	2131	2131	2131	2131	2131	2131	2131	2131	2131	2131	2131
Tonoloway	2132	2132	2132	2132	2132	2132	2132	2132	2132	2132	2132	2132
Trenton	2133	2133	2133	2133	2133	2133	2133	2133	2133	2133	2133	2133
Trimble	2134	2134	2134	2134	2134	2134	2134	2134	2134	2134	2134	2134
Trinity	2135	2135	2135	2135	2135	2135	2135	2135	2135	2135	2135	2135
Trotwood	2136	2136	2136	2136	2136	2136	2136	2136	2136	2136	2136	2136
Troy	2137	2137	2137	2137	2137	2137	2137	2137	2137	2137	2137	2137
Twinsburg	2138	2138	2138	2138	2138	2138	2138	2138	2138	2138	2138	2138
Twinsburg	2139	2139	2139	2139	2139	2139	2139	2139	2139	2139	2139	2139
Unionville Center	2140	2140	2140	2140	2140	2140	2140	2140	2140	2140	2140	2140
Upper Sandusky	2141	2141	2141	2141	2141	2141	2141	2141	2141	2141	2141	2141
Urbana (R. F. D. 7)	2142	2142	2142	2142	2142	2142	2142	2142	2142	2142	2142	2142
Urbana (R. F. D. 8)	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143	2143
Valley City	2144	2144	2144	2144	2144	2144	2144	2144	2144	2144	2144	2144
Van Buren	2145	2145	2145	2145	2145	2145	2145	2145	2145	2145	2145	2145
Vandalia	2146	2146	2146	2146	2146	2146	2146	2146	2146	2146	2146	2146
Vanderburgh	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147	2147
Vanderburgh	2148	2148	2148	2148	2148	2148	2148	2148	2148	2148	2148	2148
Vanderburgh	2149	2149	2149	2149	2149	2149	2149	2149	2149	2149	2149	2149
Vanderburgh	2150	2150	2150	2150	2150	2150	2150	2150	2150	2150	2150	2150
Vanderburgh	2151	2151	2151	2151	2151	2151	2151	2151	2151	2151	2151	2151
Vanderburgh	2152	2152	2152	2152	2152	2152	2152	2152	2152	2152	2152	2152
Vanderburgh	2153	2153	2153	2153	2153	2153	2153	2153	2153	2153	2153	2153
Vanderburgh	2154	2154	2154	2154	2154	2154	2154	2154	2154	2154	2154	2154
Vanderburgh	2155	2155	2155	2155	2155	2155	2155	2155	2155	2155	2155	2155
Vanderburgh	2156	2156	2156	2156	2156	2156	2156	2156	2156	2156	2156	2156
Vanderburgh	2157	2157	2157	2157	2157	2157	2157	2157	2157	2157	2157	2157
Vanderburgh	2158	2158	2158	2158	2158	2158	2158	2158	2158	2158	2158	2158
Vanderburgh	2159	2159	2159	2159	2159	2159	2159	2159	2159	2159	2159	2159
Vanderburgh	2160	2160	2160	2160	2160	2160	2160	2160	2160	2160	2160	2160
Vanderburgh	2161	2161	2161	2161	2161	2161	2161	2161	2161	2161	2161	2161
Vanderburgh	2162	2162	2162	2162	2162	2162	2162	2162	2162	2162	2162	2162
Vanderburgh	2163	2163	2163	2163	2163	2163	2163	2163	2163	2163	2163	2163
Vanderburgh	2164	2164	2164	2164	2164	2164	2164	2164	2164	2164	2164	2164
Vanderburgh	2165	2165	2165	2165	2165	2165	2165	2165	2165	2165	2165	2165
Vanderburgh	2166	2166	2166	2166	2166	2166	2166	2166	2166	2166	2166	2166
Vanderburgh	2167	2167	2167	2167	2167	2167	2167	2167	2167	2167	2167	2167
Vanderburgh	2168	2168	2168	2168	2168	2168	2168	2168	2168	2168	2168	2168
Vanderburgh	2169	2169	2169	2169	2169	2169	2169	2169	2169	2169	2169	2169
Vanderburgh	2170	2170	2170	2170	2170	2170	2170	2170	2170	2170	2170	2170

1 Changed from 3-year to 4-year course since 1911.

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volums in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7			8	9	10	11	12	13	14	15	16	17	18	19	20	21
ORTIO—continued.																						
7171	Waterville.....	J. W. Whitmer.....	Dist.....	3	1	1			6	10	7	6	3	7	13	16	0	2			225	\$20,120
7172	Wauseon.....	Orville M. Eastman.....	do.....	4	2	6			22	35	19	13	35	20	13	16	12	15	6	6	80	41,400
7173	Waverly.....	Miss Edith Tope.....	do.....	4	3	1			11	13	13	14	10	8	8	8	8	8	0	3	1,308	12,300
7174	Waynesburg.....	E. V. Roeborn.....	do.....	2	1	1			13	6	6	2	1	4	3	3	1	4	3	3	126	18,175
7175	Waynesfield.....	Leslie Bowsher.....	do.....	3	1	0			11	9	7	8			1	4	2	2	4	80	1,350	
7176	Waynesville.....	L. S. Rhoades.....	do.....	4	2	1			5	8	5	9	1	6	6	4	6	4	2	2	1,200	23,500
7177	Wellington.....	Miss Elizabeth D. Bell.....	do.....	4	1	4			23	27	19	28	11	21	7	20	7	20	1	1	1,200	40,500
7178	Wellington (R. F. D. 1).....	C. C. Miller.....	Twp.....	2	1	0			3	6	3	4			7	20	3	4	1	1	740	15,300
7179	Wellington (R. F. D. 3).....		do.....	3	1	0			5	3	0	4					0	4	0	1	80	.....
7180	Wellston.....	Clifton C. Walker.....	Dept.....	4	1	2			11	22	12	19	11	13	16	15	16	15	9	10	319	20,900
7181	Wellsville.....	W. M. Liggett.....	do.....	4	2	1			23	35	20	19	8	19	8	13	8	12	4	8	.....	.....
7182	West Alexandria.....	Chas. H. Carey.....	Dist.....	4	2	1			13	13	6	27	8	11	7	10	5	19	2	4	1,500	57,000
7183	West Bedford.....	B. H. Games (1911).....	do.....	3	2	0			4	1	4	5	3				3	3			1,169	5,200
7184	West Calais.....	Miss Myrtle E. Smith.....	do.....	2	0	1			3	9	1	4	3				1	0			607	.....
7185	West Carrollton.....	I. M. Roberts.....	do.....	2	1	0			4	2	3						1	0			200	2,000
7186	West Carrollton.....	W. E. Klopfer.....	do.....	4	2	0			6	3	4	7	4	9	0	0	16	12	9	3	600	30,750
7187	Westerville.....	L. W. Wagner.....	Dist.....	4	2	2			30	20	14	10	10	31	15	12	9	12	9	3	600	40,750
7188	West Farmington.....	Miss H. Frances Dixon.....	do.....	3	1	1			11	4	3	6	3		8	8	6	3	4	1	400	18,150
7189	West Jefferson.....	F. F. Wildermuth.....	do.....	4	2	1			10	13	9	17	8	10	14	12	5	5	5	5	500	33,500
7190	West Lafayette.....	Earl N. Johnston.....	do.....	4	3	1			9	12	4	9	2	8	7	6	6	7	3	4	450	25,750
7191	West Liberty.....	S. H. Stanley.....	do.....	4	3	0			8	12	5	12	6	13	6	6	6	6	3	0	350	40,000
7192	West Mansfield.....	R. B. Carl.....	do.....	4	2	0			5	10	7	3	4	1	3	3	2	3	1	2	325	20,330
7193	West Mansfield (R. F. D. 1).....	H. L. Miller.....	Twp.....	3	1	0			4	1	4	3	4	1			4	1	4	0	.....	.....
7194	West Mentor.....	Perry H. Smith.....	Dist.....	14	1	1			3	3	1	2	1	4			1	3	0	5	100	1,900
7195	West Milton.....	Lee W. Aldorf.....	do.....	4	2	2			11	20	8	15	13	18	10	10	9	9	8	5	300	60,400
7196	Weston.....	P. W. Beckman.....	do.....	4	3	0			13	14	7	9	8	9	9	8	8	8	8	5	300	21,500

7197	West Park (R. F. D. 1).	Reeport Village, H. S.	do.....	1	1	14	16	5	8	4	4	...	2	8	...	200	18,000	
7198	Richfield (Central H. S.	O. F. Gorman...	Twp.	4	1	2	6	4	7	10	1	8	4	3	0	300	6,407	
7199	High School.	Charles W. Biddle, supt.	Dist.	4	1	1	6	5	6	1	3	12	1	3	0	300	410	
7200	Congress (Central H. S., D. 2).	S. Earle Overly	Twp.	4	1	0	6	5	5	0	...	...	0	0	128	7,935	
7201	High School.	W. S. Campbell	Dist.	4	3	0	13	16	12	16	6	6	1	10	1	480	16,500	
7202	do.....	W. A. Sailer	do.....	4	2	1	7	10	6	7	9	4	3	4	2	1,000	36,400	
7203	do.....	W. A. O. Suber	do.....	4	2	1	0	4	6	10	...	...	5	7	2	200	10,000
7204	Whitesburg	J. H. Cook, Jr.	do.....	4	2	0	4	6	6	3	3	8	0	3	0	500	25,500	
7205	Whitesburg	F. H. Oberlin, M. S.	do.....	4	2	1	6	1	2	3	5	...	3	5	...	200	8,800	
7206	Williamsburg	R. C. Frans	do.....	4	3	0	6	11	3	7	3	8	3	10	2	1	600	6,200
7207	Wayne Central H. S.	Williamsfield (R. F. D. 2).	Twp.	3	1	1	0	6	2	1	8	3	3	3	1	425	8,200	
7208	Deer Creek Township H. S.	Miss Urith M. Tulker	do.....	4	1	2	6	4	3	9	3	2	2	2	1	450	21,000	
7209	High School	Mrs. Ethel G. Vial	Dist.	4	3	5	12	16	19	21	7	11	6	12	3	1,500	20,000	
7210	Kirkland High School.	Miss Carlotta M. Osborne	Twp.	4	1	6	7	4	2	4	1	0	2	2	0	1,060	7,260	
7211	High School.	L. F. Chalant	Dist.	3	1	0	4	5	3	5	3	4	...	3	3	371	11,300	
7212	do.....	Chas. C. Martin	Dopt.	4	3	2	20	40	30	36	23	24	12	17	5	300	61,900	
7213	do.....	Ira Amidt	Dist.	3	1	6	0	3	4	3	3	...	...	7	400	7,000	
7214	Winchester	M. D. Shumaker	do.....	3	2	0	6	5	6	6	1	8	...	1	4	120	15,500	
7215	do.....	C. A. Helm	do.....	3	1	1	10	8	7	7	3	...	...	3	1	1,075	10,260
7216	do.....	E. H. Kalenberg	Twp.	3	1	0	2	4	0	1	1	3	...	1	0	110	5,000	
7217	Print Township H. S.	J. C. Bader	do.....	2	1	0	2	3	4	6	3	...	...	6	3	180	2,500
7218	High School.	C. W. Brown	Dist.	4	3	1	15	16	23	17	12	12	6	3	6	3	100	41,000
7219	do.....	J. E. Ockerson	do.....	4	1	1	9	8	3	4	3	2	1	6	500	6,200
7220	do.....	Miss Laura B. Ryan	Dopt.	4	5	3	37	53	35	38	36	48	19	22	14	6
7221	do.....	Miss Helen B. Robinson	Dist.	4	1	0	17	16	18	12	3	9	3	9	0	3	370	15,500
7222	do.....	Peter Fastaught	do.....	2	1	0	4	6	6	6	...	...	0	6	...	480	14,000
7223	do.....	C. S. Fay	do.....	4	1	1	13	16	8	6	11	6	5	3	3	400	19,200	
7224	Central High School	G. J. Graham	Dopt.	4	3	5	34	44	24	34	19	26	13	23	4	10	2,000	73,500
7225	do.....	W. E. Helchel, supt.	State...	3	1	3	13	18	8	10	2	10	...	2	2	...	...
7226	Yellow Springs	Ohio Soldiers and Sailors Orphan Home H. S.	Dist.	4	2	1	15	18	7	16	4	10	7	9	3	4	300	20,150
7227	Youngstown	Wells L. Griswold	Dopt.	4	13	14	158											

Value of building and grounds not given.

Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.	Volumes in library.	Value of property.
							First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
OKLAHOMA—con.																					
7226	High School.	Miss Juliana Ryan.	Dist.	4	0	1	8	10	0	0	0	0	0	0	0	0	0	—	15	\$2,000	
7227	do.	Miss Rose A. McFerron	do.	4	1	1	6	6	2	0	0	0	0	0	0	0	—	35	35,500		
7228	do.	Bert McClelland.	do.	4	3	2	32	42	17	18	2	8	5	6	5	6	—	800	25,000		
7229	Graded School.	E. H. Russell.	do.	2	1	0	1	3	3	5	6	9	—	—	—	—	—	—	—	—	
7230	High School.	A. L. Ives.	do.	3	1	0	1	6	8	9	8	1	1	2	3	0	2	0	66	16,000	
7231	Emerson High School.	J. C. Brewer.	do.	4	3	0	12	8	4	8	1	1	2	4	2	2	0	50	1,800		
7232	do.	Gentry Hodges.	Dept.	3	3	4	32	38	18	16	25	23	—	—	6	23	6	800	21,000		
7233	High School.	E. T. MacArthur.	Dist.	4	1	2	10	20	6	0	0	6	8	—	6	8	1	2	75	12,000	
7234	do.	C. R. Edwards.	Dept.	4	3	4	23	29	10	26	9	8	7	11	7	11	5	4	1,500	71,200	
7235	Aloka.	H. R. McMullen.	Dist.	2	1	1	15	7	4	9	—	—	—	—	2	6	—	300	8,100		
7236	do.	Miss M. E. Hochstetler.	do.	4	1	4	23	40	12	28	8	15	6	8	8	8	5	4	500	26,500	
7237	do.	H. M. Anderson, supt.	do.	4	2	2	15	8	6	11	2	5	2	5	2	5	1	3	325	20,500	
7238	Broken Arrow.	O. L. Couch.	do.	3	2	0	11	18	14	20	3	7	—	—	0	0	1	4	21,200		
7239	Calvin.	B. J. Badger.	do.	4	2	0	7	13	5	8	5	3	0	0	1	0	0	1	16,000		
7240	do.	F. L. Humphrey.	do.	3	2	0	3	3	1	3	0	0	0	0	0	0	0	200	160		
7241	do.	Wilson R. Brown.	do.	4	1	0	4	7	3	5	8	5	3	0	0	0	0	120	25,000		
7242	do.	D. Talbidge Smith.	do.	4	2	0	4	3	5	8	5	3	0	0	0	0	0	85	4,000		
7243	do.	Tom W. Smith.	do.	3	1	1	5	5	2	2	0	3	—	—	0	0	0	300	10,800		
7244	do.	J. C. Ferrier.	do.	2	1	0	6	6	2	2	—	—	—	—	2	2	1	100	21,150		
7245	Chattanooga.	J. C. Ferrier.	do.	2	2	0	6	6	6	12	2	7	1	2	2	2	1	100	21,150		
7246	do.	J. C. Ferrier.	do.	4	1	2	7	19	5	12	—	—	—	—	2	4	1	100	21,150		
7247	Cherokee.	Miss Sarah R. Clark.	County.	4	1	2	5	6	0	11	8	9	2	3	4	0	1	200	6,000		
7248	do.	E. E. Halley.	County.	4	3	2	16	19	7	18	9	10	8	15	0	6	0	825	31,200		
7249	do.	J. H. Bayes.	State.	4	7	8	30	40	20	35	5	6	6	7	5	1	4	0	72,000		
7250	Eastern University Preparatory School.	John H. Andrews, supt.	Dist.	4	1	2	13	15	3	4	2	4	1	4	0	1	0	125	20,075		
7251	High School.	R. M. Burnham, supt.	do.	4	4	0	8	4	7	6	1	10	0	0	0	0	1	125	25,100		
7252	do.	George F. Short.	do.	4	4	0	11	22	8	9	12	12	0	8	0	8	0	200	4,000		
7253	do.	W. S. Hill.	do.	4	2	0	9	12	4	8	4	2	3	3	2	3	2	400	31,000		
7254	do.	J. C. M. Krumtum.	do.	4	8	0	12	8	10	8	5	7	1	1	1	1	1	200	22,500		
7255	do.	H. H. McCasaban.	do.	4	2	1	13	12	4	2	0	5	1	3	1	3	1	200	22,000		

[illegible]

Changed from 3-year to 4-year course since 1911.

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teach-ers.		High-school students.								Gradu-ates in 1911.		Gradu-ates pre- pared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
OKLAHOMA—CON.																				
7314	Muldrow	High School	Dist.	2	1	0	2	6	3	1					3	1	1	1	50	\$9,000
7315	Mulhall	do.	do.	2	1	0	2	6	7											
7316	Muskogee	Central High School	Dept.	4	5	14	81	94	43	128	27	32	16	21	10	21	13	17	1,100	239,500
7317	do.	Manual Training H. S. (negro)	do.	4	7	9	16	18	14	10	16	26	6	6	0	6	0	0	405	105,500
7318	Nashville	High School	Dist.	4	2	1	16	8	4	2	0				0	0	2	1	102	13,500
7319	Newkirk	do.	do.	4	4	3	28	34	5	12	8	15	9	9	9	8	2	1	450	53,250
7320	Norman	do.	do.	4	3	4	46	57	26	40	11	16	8	9	8	0	2	7	243	
7321	Nowata	do.	do.	4	2	3	18	19	14	11	7	6	4	3	4	2	4	1	1,100	66,000
7322	Okemah	do.	do.	4	2	2	5	9	16	3	2	5	0	0	0	0	0	0	180	40,000
7323	Okemah	Douglas High School (negro)	Dept.	4	2	2	9	12	3	8	4	7	3	7	2	6	2	6	4,000	875,000
7324	do.	High School	do.	4	20	33	325	385	200	240	120	150	50	86	32	64	15	20	2,000	12,500
7325	Okmulgee	Dunbar High School (negro)	Dist.	4	2	0	41	43	13	13	6	8	2	4	4	2	2	2	1,000	69,000
7326	do.	High School	do.	4	2	1	40	43	13	13	9	8	2	1	4	4	4	0	200	80,550
7327	Olustee	do.	do.	4	2	1	20	5	10	3	9	2	1	0	1	0	1	0		
7328	Pauls Valley	do.	do.	4	2	2	16	12	10	12	7	7	8	3	3	3	3	3	200	1,200
7329	Pawhuska	do.	do.	4	2	2	16	16	11	7	1	6	3	0	2	0	2	0	70,000	
7330	Perry	do.	Dept.	4	2	2	20	18	15	12	6	3	6	5	6	10	6	10	1,000	35,500
7331	Ponca City	do.	do.	4	2	3	20	25	22	25	0	10	6	10	6	10	6	10	150	5,000
7332	Pond Creek	do.	Dist.	4	4	3	11	12	11	8	1	7	3	3	2	3	2	1	125	21,200
7333	Poteau	do.	do.	3	3	2	11	17	5	8	1	4	3	3	2	3	1	1	6,000	
7334	Prague	do.	do.	3	3	0	7	8	4	11	4	6	1	2	4	5	1	1	100	35,500
7335	Pryor	do.	do.	4	3	3	13	21	8	9	4	0	1	2	2	6	3	3	930	1,100
7336	Purcell	do.	do.	4	2	2	6	14	3	12	6	10	6	7	3	6	2	1	700	42,000
7337	Ryan	do.	do.	4	4	4	25	20	16	14	10	6	3	10	10	21	6	10	500	135,000
7338	Shawnee	do.	do.	4	7	7	53	80	27	33	23	28	10	21	10	0	0	10	150	20,800
7339	Spiro	do.	Dept.	2	1	1	7	0	3	2	1	2	1	1	1	0	1	1	200	26,000
7340	Stigler	do.	Dist.	4	0	3	6	15	3	3	1	2	1	2	2	1	1	1	600	6,900
7341	Stillwater	do.	do.	4	1	2	33	37	3	5	1	5	1	2	1	2	1	1	600	6,900

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.	Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
OREGON—contd.																					
7388	Cottage Grove.....	H. E. Inlow.....	County	4	2	2	23	22	18	9	7	13	3	7	3	7	3	6	900	\$21,200	
7389	Cove.....	Frank M. Stotler (1912)	Dist.	4	3	0	14	14	9	6	7	4	2	4	2	4	2	4	380	20,000	
7390	Crawfordsville.....	Miss Florence A. Mason	County	2	0	1	5	4	2	2	2	2	2	2	0	0	0	0	...	...
7391	Creswell.....	Paul E. Baker.....	do.	4	2	0	14	16	1	2	0	2	1	2	1	2	0	2	225	1,000	
7392	Dayton.....	James Dodson.....	do.	4	1	1	11	20	7	5	2	8	6	5	4	5	3	2	702	26,500	
7393	Drain.....	J. E. Bowers.....	Dist.	4	1	1	4	6	3	3	0	2	3	1	3	1	3	1	500	5,100	
7394	Dufur.....	Herbert W. Copeland.....	do.	2	1	0	3	7	0	0	1	1	1	1	1	1	1	1	450	5,300	
7395	Eagle Point.....	P. H. Dally.....	do.	3	1	0	8	5	6	5	1	1	1	1	1	1	1	1	200	7,000	
7396	Echo.....	Ottimer A. Cannon.....	do.	4	3	0	8	8	11	5	0	1	1	3	1	3	0	1	520	30,500	
7397	Elgin.....	E. G. Bailey.....	County	4	1	3	4	13	10	14	1	3	3	8	0	3	0	1	720	32,000	
7398	Enterprise.....	H. K. Shirk.....	do.	4	2	2	20	11	8	9	15	11	4	6	4	6	4	6	140	26,000	
7399	Eugene.....	George W. Hagg.....	Dept.	4	5	13	102	92	68	84	49	56	33	39	25	29	17	19	2,500	61,500	
7400	Falls City.....	Jas. E. Dunton.....	Dist.	4	1	1	5	7	4	6	7	5	0	2	0	2	0	1	180	3,000	
7401	Florence.....	Alfred Powers.....	County	4	2	0	0	4	1	7	1	2	1	4	1	2	1	0	450	7,800	
7402	Forest Grove.....	O. M. Gardner.....	Dist.	4	2	3	12	26	11	14	7	6	2	10	2	10	1	4	200	7,800	
7403	Fossil.....	John Blough.....	County	4	2	1	0	8	3	1	1	1	1	1	1	1	1	1	150	10,400	
7404	Gladstone.....	Frederick H. Swank.....	Dist.	2	1	0	5	2	1	3	1	1	1	1	1	1	1	1	50	10,400	
7405	Gold Hill.....	E. Z. Hardner.....	County	2	1	0	43	41	12	24	14	23	11	7	5	3	3	1	2,025	25,000	
7406	Grants Pass.....	E. C. Webb.....	County	4	3	0	8	8	6	4	2	10	7	7	7	7	4	0	300	15,800	
7407	Grass Valley.....	R. Z. Hartzler.....	Dist.	3	1	0	8	11	10	10	3	10	4	1	1	0	0	0	400	7,050	
7408	Gresham.....	G. R. Robinson.....	do.	4	1	1	4	5	4	4	0	1	1	1	1	0	0	0	300	7,050	
7409	Halsey.....	Royal J. Allen.....	do.	4	1	1	2	3	0	1	0	1	0	1	1	0	1	1	400	5,400	
7410	Harrisburg.....	Fred Schepman.....	County	4	1	2	7	11	4	7	1	5	5	1	6	1	5	1	500	21,000	
7411	Heppner.....	Miss Lillian Hewes.....	Dist.	4	1	1	4	12	3	6	0	1	0	1	1	3	6	2	1,000	25,800	
7412	Hermiston.....	H. H. Hoffman.....	do.	4	2	4	8	12	10	12	8	11	3	20	15	3	6	1	108	41,800	
7413	Hillsboro.....	H. M. Gunn.....	do.	4	2	1	3	7	5	9	7	3	0	1	1	1	1	1	600	10,200	
7414	Hood River.....	B. W. Barnes.....	do.	4	1	3	18	21	15	18	6	0	1	4	1	4	1	3	1,000	36,000	
7415	Hood River.....	J. O. McLaughlin.....	do.	4	4	4	21	36	15	16	14	15	8	11	7	7	6	5	1,000	36,000	
7416	Hood River (R. F. D. 3)	J. E. Stubbs.....	do.	4	1	0	4	0	4	0	0	0	0	0	0	0	0	0	300	6,200	
7416	Frankton High School.....																				

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates prepared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Graduates in 1911.					
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.				
OREGON—con.																				
7465	Bumper.		High School.	13	1	0	2	6	1	1	13	10	7	12	1	1	373	\$3,100		
7466	The Dalles	L. L. Switt.	Dist.	4	2	3	34	39	17	20	6	7	2	9	7	12	5	6	42,000	
7467	Tillamook	L. L. Baker.	Dist.	4	3	1	12	10	8	10	5	0	3	0	1	0	1	1,026	11,120	
7468	Toledo	A. H. Weber.	County	4	1	1	5	6	4	5	0	3	0	1	0	1	0	180	5,200	
7469	Turner	G. W. Godward.	Dist.	2	1	0	5	6	0	0	0	0	0	0	0	0	0	650	90,900	
7470	Union.	A. J. Olson.	do.	4	4	2	27	28	11	12	4	6	5	8	5	6	6	500	12,000	
7471	Vale.	Ellis H. Rogers.	do.	4	1	1	5	4	1	6	2	2	1	0	0	0	0	200	31,500	
7472	Walla.	Harl H. Bronson.	do.	4	1	1	6	3	5	4	0	2	0	3	0	3	0	2	4,500	
7473	Wasco.	J. M. Woods.	do.	4	1	1	4	9	3	3	2	2	1	3	1	1	1	300	13,500	
7474	Weston.	John E. Keele, Jr.	do.	4	1	2	14	0	2	8	0	4	3	9	2	5	1	200	10,400	
		A. E.	do.															25,340		
7475	Willamette.	John R. Bowland.	do.	2	2	0	3	9	4	3	9	4	3	2	4	3	2	2	235	10,400
7476	Woodburn.	W. J. Mishler.	do.	4	1	3	26	12	13	15	6	10	9	5	9	4	5	2	235	25,340
7477	Yamhill.	C. W. Burtt.	do.	4	1	1	0	15	1	5	1	2	0	2	0	2	0	2	235	25,340
PENNSYLVANIA.																				
7478	Aaronsburg.	C. W. Kreamer.	Twp.	2	1	0	3	1	4	3					0	0		15	800	
7479	Abbottstown.	Roy D. Knouse.	Dist.	2	2	2	2	2	5	3					5	3	1	0	50	1,000
7480	Abington.	Howard E. James.	Twp.	3	2	2	13	4	13	4	6				6	6	2	0	200	8,500
7481	Adamstown.	N. L. Hunsinger.	do.	2	1	0	6	8	3	3					3	0	2	0	50	30,000
7482	Albion.	O. O. Coon.	Dist.	4	1	1	12	10	2	2	1	4	1	8	3	1	8	1	50	1,500
7483	Aldenville.	Geo. H. Richwine.	Twp.	3	1	0	4	6	3	4	3	5	5	3	4	5	2	0	40	4,000
7484	Alexandria.	P. K. Gotwalt.	Dist.	3	1	0	2	8	1	3	5	0	0	0	4	4	2	0	130	2,100
7485	Allenwood.	J. Hestland Harnish.	Twp.	3	1	0	3	15	0	1	5	0	1	0	0	2	0	1	58	1,650
7486	Altoona.	W. M. Logue.	do.	3	1	1	15	19	10	16	6	12	6	8	4	3	2	0	1,600	11,650
7487	Averton.	Samuel Fausold.	do.	4	2	1	7	21	10	18	0	11	1	1	1	1	1	1	900	45,000
7488	East Huntingdon Twp. H. S.	Warren R. Rahn.	Dist.	3	2	3	10	15	3	6	1	1	1	1	1	1	1	1	800	40,000
7489	Amble.	A. R. Hillard.	Dept.	4	2	1	17	20	7	11	1	1	0	7	0	5	5	2	500	6,800
7490	Anrville.	Charles G. Dotter.	Twp.	3	2	1	17	17	11	9								500	6,800	

Applon	do.	A. W. Rodgers	Dist.	3	0	0	3	12	2	6	6	18	6	14	5	12	12,200
do.	do.	John F. Miran	Dept.	1	4	55	50	23	7	4	10	15	4	2	0	1,400	40,000
Lower Merion High School	do.	Chas. W. Hobbs	Twp.	5	0	3	10	4	7	6	8	13	13	5	1	2,000	41,000
High School	do.	John D. Storn	Dist.	3	1	1	3	11	4	4	10	5	5	2	0	800	8,800
Arnold	do.	J. D. Boydston	Dist.	3	1	1	11	23	24	6	19	6	19	2	0	1,100	20,100
Arnot	do.	T. V. Torrey	Twp.	3	2	1	12	18	8	12	4	13	7	1	0	50	6,800
Ashland	do.	T. E. Garber	Dept.	3	1	2	13	21	12	14	7	12	2	0	2	0	2,000
Ashley	do.	A. P. Cope	Dist.	3	1	4	13	21	12	14	7	12	2	0	2	0	2,000
Aspinwall	do.	E. J. Robinson	Dist.	3	1	0	4	1	7	7	0	0	0	0	0	300	2,400
Astoria	do.	John R. Hollinger	Dept.	4	1	4	31	17	6	12	0	12	9	12	2	3	800
Athens	do.	Miss Clara A. Curdiss	Twp.	2	1	0	9	8	0	0	0	0	0	2	3	1	75
Atol	do.	H. Harold Kershner	Twp.	2	1	0	3	4	2	4	0	4	2	3	1	50	500
Auburn	do.	H. H. Koerber	Dist.	3	1	0	4	6	3	9	0	4	0	4	0	3	500
Aurora	do.	J. D. P. Smithgall	Dist.	3	1	0	5	5	1	6	0	4	1	6	1	6	1
Avis	do.	J. Howard Buck	do.	3	1	2	10	24	1	6	0	4	0	4	0	300	8,500
Avoca	do.	Thomas A. Dixon	do.	3	1	0	9	6	0	4	0	4	0	4	0	600	600
Avondale	do.	E. W. Keenan	do.	3	1	0	10	24	1	6	0	4	0	4	0	600	600
Avonmore	do.	H. W. Markle	do.	3	1	0	4	4	3	4	2	4	2	2	0	300	300
Bainbridge	do.	H. L. Bringer	Twp.	3	1	1	4	3	4	4	2	4	2	2	0	100	8,000
Bangor	do.	Robert S. Warner	Dept.	4	5	0	21	29	19	15	9	28	11	10	3	635	26,000
Barnesboro	do.	Daniel W. Williams	Dist.	3	2	0	17	9	2	2	4	1	9	1	2	0	500
Barnesville	do.	Walter S. Cronus	Twp.	3	2	0	7	11	5	1	0	8	0	6	0	610	61,800
Bart	do.	Chas. A. Ressel	do.	3	1	1	0	7	11	5	1	0	0	6	0	150	5,500
Central High School	do.	Chas. F. Miller	do.	3	1	0	0	2	5	5	0	1	0	6	0	84	84
High School	do.	Elmer F. Miller	Dist.	2	1	0	4	3	5	2	0	4	2	2	0	100	100
do.	do.	I. R. C. McCulvey	do.	4	2	5	29	47	19	19	20	13	8	13	8	5	7
Beaver Falls	do.	W. T. McCulloch	Dept.	4	3	0	29	47	19	19	20	13	8	13	8	5	7
Beaver Springs	do.	Leo E. Murphy	Twp.	3	1	0	9	11	3	3	8	17	11	20	7	1,000	96,000
Beavertown	do.	E. E. Wetzel	do.	3	1	0	8	12	2	3	0	1	6	3	1	600	6,300
Beaver Valley	do.	John E. Klingerman	do.	3	1	0	8	12	2	3	0	1	6	3	1	1,800	1,800
do.	do.	John E. Klingerman	Dist.	4	2	1	9	19	2	3	0	7	4	5	1	300	550
Bedford	do.	J. Mitchell Garbick	Dist.	4	4	2	4	38	18	29	18	10	11	17	4	200	90,500
do.	do.	J. Charles H. Auman	Dept.	4	4	2	4	38	18	29	18	10	11	17	4	200	90,500
Bedford	do.	J. Buell Snyder	Dist.	2	1	1	2	6	6	8	3	4	8	2	3	200	50,000
Belle Vernon	do.	H. H. De Long	Twp.	3	1	1	2	2	6	6	3	4	8	2	3	200	50,000
Bellefonte	do.	W. Espey Albig	Dept.	4	3	3	26	52	17	15	9	6	6	6	2	480	99,302
Bellevue	do.	F. L. Zerbe	Twp.	3	1	0	9	7	7	3	3	3	3	3	1	300	300
Belwood	do.	J. A. Hamilton	Twp.	3	1	0	1	5	12	4	13	7	11	2	3	400	25,000
do.	do.	F. A. Hamilton	Dist.	3	1	0	1	5	12	4	13	7	11	2	3	400	25,000
Antis Township H. S.	do.	Miss Lillian V. Lyon	do.	4	3	2	0	2	12	2	1	4	2	4	2	300	55,500
do.	do.	W. A. Hoesch	do.	3	2	0	2	12	2	2	1	4	1	4	1	300	55,500
do.	do.	Charles P. McCormick	do.	3	2	0	4	2	5	3	2	5	2	5	2	0	1,675
Bentleyville	do.	Charles D. Champplin	Twp.	3	2	0	10	10	9	11	5	5	5	5	2	50	7,050
Benton	do.	J. C. Speicher	Dist.	3	2	0	8	8	9	11	5	5	5	5	2	400	2,600
Berlin	do.	J. C. Speicher	Twp.	2	1	0	4	3	2	5	0	0	0	2	3	68	2,600
Berrville	do.	J. Paul Burkhardt	Dist.	2	1	0	4	3	2	5	0	0	0	2	3	68	2,600
Berwick	do.	James G. Signum	Twp.	4	3	4	26	38	27	30	30	14	11	8	1	1,200	58,000
do.	do.	Harlan R. Snyder	Dept.	3	2	1	27	7	10	4	4	2	1	4	2	80	26,000
do.	do.	D. H. Robbins	do.	3	2	1	23	29	9	24	6	17	6	6	3	50	52,500
Tredyffrin-Easttown Joint Township High School	do.	D. H. Robbins	Twp.	4	3	3	23	29	9	24	6	17	6	6	3	450	52,500
High School	do.	D. H. Robbins	do.	4	3	3	23	29	9	24	6	17	6	6	3	450	52,500
Big Run	do.	C. A. Anderson	Dist.	4	1	3	3	13	6	3	5	6	1	11	1	300	25,450
Birchrunville	do.	T. Strickland Guest	Twp.	2	1	0	2	10	0	2	1	1	0	2	2	25	1,000
Birdsboro	do.	W. O. Kreider	Dist.	3	1	1	11	9	8	12	2	10	0	2	2	500	27,000
Bishop	do.	William L. Moore	Twp.	3	1	1	7	9	5	4	0	0	0	0	0	300	4,550
do.	do.	William L. Moore	Twp.	3	1	1	7	9	5	4	0	0	0	0	0	300	4,550

2 Value of building and grounds not given.

Changed from 2-year to 3-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.				High-school students.								Graduates in 1911.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	First year.	Boys.	Girls.	Second year.	Boys.	Girls.	Third year.	Boys.	Girls.	Fourth year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PENNSYLVANIA—continued.																				
7540	Bismarck		Central High School.																	
7541	Blairsville	R. P. Wolfersberger.	Twp.	2	1	0	5	1	5	1	22	12	6	13	5	1	1	1	150	
7542	Blanchard	H. D. Condon.	Dist.	4	2	4	28	31	17	32	4	4								
7543	Bloomington	S. S. Williams.	Twp.	2	1	0	5	4	6	4	3	6							150	\$6,300
7544	Bloomington	W. A. Grimes.	Twp.	2	1	0	8	9	8	6	5	6							60	2,100
7545	Bloomington	Karl M. Russell.	Dist.	2	1	0	6	4	5	0	3	4								2,550
	Bloomington	Miss Sarah Laubach.	Twp.	3	0	1	4	4	2	9	3	4								
	(R. F. D. 3).																			
7546	Blossburg	M. F. Jones.	Dist.	4	1	3	20	15	8	9	7	7	1	6	1	0	0	3	740	21,000
7547	Blue Bell	W. D. Boyer.	Twp.	3	1	1	3	6	3	5	3	3								6,100
7548	Boalsburg	Henry Logan.	Dist.	3	1	0	5	4	6	6	3	6							250	2,125
7549	Boiling Springs	Robt. W. Peffer.	do.	2	1	0	2	5	3	2									300	2,400
7550	Bolivar	J. D. Pratt.	Dist.	3	1	0	1	12	3	3	5	2	4	8	5	2	3	1	60	25,050
7551	Boyetown	Harvey R. Vanderslice.	do.	3	1	0	1	12	3	3	5	2	4	8	5	2	3	1	900	19,500
7552	Bradock	Chas. R. Shultz.	Dist.	4	3	1	22	18	13	13	5	14	10	10	4	10	4	2	150	11,500
7553	Bradford	Erastus F. Loucks.	Dist.	4	3	1	20	40	16	20	11	16	10	10	4	10	4	2	50	125,300
7554	Brachdale	Chas. H. Kornis.	Dist.	3	2	5	9	22	5	11	7	9							1,300	90,000
7555	Bridgeport	A. W. Zerbe.	Twp.	4	3	11	70	90	42	65	37	37	33	28	33	28	7	7	125	4,150
7556	Bridgeville	H. E. James.	Dist.	2	2	0	4	6	1	4										
7557	Bristol	A. W. Kelly.	do.	2	2	0	3	5	5	6										
7558	Bristol	Miss Mary Vanuxem.	do.	2	2	0	10	16	7	9									200	23,000
7559	Brockport	E. H. Schaeffer.	Dist.	4	0	4	24	31	7	23	3	15	4	5	5	6	2	0	300	6,100
7560	Brockwayville	F. A. Helm.	Twp.	3	1	2	6	10	5	4	3	3							90	2,050
7561	Brodheads	Howard E. Creitz.	do.	2	1	0	4	6	3	3									3	3,000
7562	Brooklyn	B. A. Mullin.	do.	2	1	1	14	9	6	2									2	5,500
7563	Brookville	Chas. C. Lively.	Dist.	2	1	1	2	9	7	1	12	16	13	11	12	11	7	6	300	76,200
7564	Brownsville	John W. Fox.	do.	4	2	2	25	24	20	28	1	2	3	3	2	3	2	3		40,000
7565	Brun	Jesse Corder.	do.	2	2	0	3	5	1	7										6,000
7566	Buckhorn	C. G. McBride.	Twp.	3	1	0	3	2	2	2	2	3								1,700

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PENNSYLVANIA—continued.																				
7612	Coleman	E. Earl Walton.	Twp.	2	1	0	2	5	0	5	4	3	4	0	4	0	2	0	100	\$800
7613	Collegeville	J. L. Hunsberger.	Dist.	4	1	1	80	35	15	20	22	7	8	7	8	4	0	300	11,500	
7614	Columbia	Miss Mary Y. Welsh.	Dept.	4	2	7	8	8	2	3	2	5	1	2	1	2	3	0		
7615	Columbus	E. L. Monroe.	Dist.	4	1	1	7	13	9	10	3	3			3	3	8	2	1,000	65,000
7616	Conemaugh	J. E. Hershberger.	do.	2	2	0	7	8	2	8	2	5			3	3	8	2	1,000	65,000
7617	Conemaugh H. S.	Harvey Emmert.	do.	2	1	0	1	5	1	6	4	7	5	6	1	5	0	1	25	1,115
7618	Confluence	Clanton M. Dickey, A. M.	do.	2	2	1	7	8	4	6	1	1			5	6	1	2	50	9,000
7619	Conneaut Lake	W. W. Clark.	Twp.	3	1	0	9	3	5	6	1	1			1	1	1	20	1,200	
(R. F. D.)																				
7620	Conneautville	H. F. Smith.	Dist.	4	1	2	10	9	7	4	3	8			3	8			12,300	
7621	Connellsville	Bruce U. P. Cough.	Dept.	4	6	6	83	94	44	53	24	42	18	18	17	17	2		157,500	
7622	Conshohocken	Frank S. Cloude.	do.	4	2	3	33	32	31	26	19	23			6	15	2	3		
7623	Coopersburg	J. H. Kunkle (1912).	Dist.	2	1	0	9	4	2	2	2				2	1			250	10,300
7624	Coopersburg	Howar Powell.	do.	3	1	1	6	5	3	7	3	1			2	1			125	3,300
7625	Coplay	W. E. Musselman.	do.	2	2	0	3	5	3	2	7				3	1			2	0
7626	Coraopolis	Geo. E. Dannels (1911).	Dept.	4	2	3	13	23	15	17	6	9	6	7	5	7	5	5	300	60,500
7627	Cornwall	W. M. Hellman.	Twp.	3	1	1	30	22	20	23	9	14	5	10	3	2	1	1	300	31,000
7628	Corry	Miss L. Winifred Terry.	Dept.	2	1	1	4	1	4	6					4	6			200	2,400
7629	Corsica	W. Earl Park.	Dist.	2	1	0	1	4	4	6					4	6			60	5,000
7630	Corrydon	R. C. Siggins.	Twp.	2	1	0	1	9	1	3					1	2			25	3,550
7631	Costello	William Brady.	do.	2	1	0	4	4	4	0					4	0			10	6,000
7632	Coudersport	George E. Zerlos.	Dist.	4	2	3	26	37	16	27	11	9	9	10	8	9	6	4	10	6,000
7633	Covington	Edward E. Marvin.	do.	4	2	3	26	37	16	27	11	9	9	10	8	9	6	4	10	6,000
7634	Crawton (Sta. Pittsburgh).	Orton Lowe.	do.	2	3	1	22	25	13	12	7	10	2	3	2	3			300	93,000
7635	Cresson	F. B. Ott.	do.	2	1	1	3	8	3	4	3	3			3	3	3	0	250	8,000
7636	Cressona	J. A. Unland.	do.	2	1	0	8	9	8	8					6	2	1	0	250	750
7637	Cross Creek	Miss Clara Cooke.	Twp.	2	1	2	3	8	6	3	1	1			1	1	1	0	100	1,000
7638	Cross Fork	C. D. Marshall.	do.	2	1	1	3	8	3	4	3	3			3	3	3	0	450	5,000
	Stewardson Township H. S.		do.	2	1	1	3	8	3	4	3	3			3	3	3	0	250	8,000

[illegible]

Changed from 3-year to 4-year course since 1911.

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
PENNSYLVANIA—continued.																					
Edwardsville.....	High School.....	Miss Blanche Davenport.	Dept.....	3	1	2	9	13	7	16	7	7	.....	.....	5	7	2	0	400	\$21,000.
Eldred.....	do.....	H. C. Amidon (1912).	Dist.....	4	1	2	9	13	10	10	8	12	4	6	4	6	.....	.....	200	20,200
Elizabeth.....	do.....	Clarence A. Reese.	do.....	3	3	0	17	19	9	15	6	20	.....	.....	5	16	3	2	125	55,500
Elizabethville.....	do.....	Alvin J. Dolner.	Twp.....	3	2	0	15	4	6	6	1	3	.....	.....	1	3	1	0	200	1,800
Elkins Park.....	Cheltenham High School	Oscar W. Ackerman.	Dist.....	4	3	3	19	30	20	21	17	11	11	12	11	10	11	0	1,275	110,000	
Elkland.....	do.....	R. R. Stuart.	do.....	4	1	1	8	15	5	0	7	6	3	4	3	4	1	1	100	10,500	
Elk Lick.....	Salisbury High School.	S. M. Smyser (1911).	do.....	2	1	0	1	8	0	12	15	10	7	6	7	6	4	1	510	14,000	
Elwood City.....	do.....	Alex. P. Watson.	do.....	4	4	3	29	35	15	16	15	10	7	6	7	6	4	1	400	2,000	
Elverson (R. F. D. 1).....	Union High School.	Ira D. McCord.	Twp.....	2	1	0	7	4	5	2	.....	.....	.....	.....	5	2	2	1	.....	.....
Elysburg.....	Ralpho Township H. S.	George L. Swank.	do.....	3	1	0	5	5	1	5	1	0	.....	.....	1	0	1	0	25	2,250
Emalus.....	High School.	J. H. Yerger.	Dist.....	2	2	0	11	8	5	5	.....	.....	.....	.....	4	5	1	1	600	.....
Eminton.....	do.....	V. Blaine Leffer.	do.....	3	2	0	4	12	5	2	3	6	.....	.....	3	0	1	0	.....	.....
Eminton (R. F. D. 2).....	East Home High School.	Charles F. Adamson.	Twp.....	3	2	0	7	4	3	5	0	2	.....	.....	0	2	.....	.....	200	5,500
Emporium.....	High School	C. E. Plasterer.	Dist.....	4	2	2	22	25	11	16	3	9	3	5	3	5	3	1	550	20,450	
Endeavor.....	Hickory Township H. S.	Miss Laura K. Smutz.	Twp.....	3	0	2	3	9	4	2	.....	.....	.....	.....	0	4	0	2	100	3,100
Enon Valley.....	High School.	Miss Rose A. Caulfield.	Dist.....	2	0	1	6	3	2	4	5	6	.....	.....	3	8	1	3	200	3,050
Ephrata.....	do.....	H. E. Gehman.	Dist.....	4	1	22	13	17	6	5	6	10	7	8	6	10	3	600	153,000		
Erie.....	Central High School.	John C. Diehl.	Dept.....	4	9	2	108	198	84	138	96	98	65	107	93	78	16	3	800	153,000	
Erie (R. F. D. 3).....	do.....	D. O. Hopkins.	Twp.....	4	1	1	2	4	1	4	3	3	3	0	3	0	.....	.....	225	15,250
Erie (R. F. D. 2).....	Glenwood High School.	A. L. Putnam.	do.....	4	1	1	2	0	2	1	2	3	4	4	2	3	0	1	300	15,000	
Essexville.....	West Mill Creek H. S.	Donald P. Davis.	do.....	4	1	1	5	7	7	3	2	4	1	5	1	5	0	1	150	12,050	
Espyville Station.....	North Shenango Central H. S.	Melvin A. Stelner.	Dist.....	3	1	1	12	23	9	9	6	7	6	7	6	7	1	2	600	10,200	
Evans City.....	Evansburg High School.	E. W. Erney.	do.....	4	2	1	8	12	0	8	2	11	2	8	2	5	2	0	11,000	.....
Everett.....	High School.	J. G. Miller.	do.....	3	1	1	5	12	3	5	2	.....	.....	.....	1	5	1	2	350	15,100
Factoryville.....	do.....	R. S. Minner.	do.....	2	1	1	10	15	2	5	.....	.....	.....	.....	0	0	4	.....	100	3,200
Fairchance.....	do.....	Charles A. Landis.	do.....	2	1	0	8	8	0	4	.....	.....	.....	.....	0	0	4	.....	100	3,200
Fairfield.....	do.....	John R. Timmons.	do.....	4	1	1	5	9	3	6	2	2	1	3	1	3	1	0	150	5,010	
Fairview.....	do.....	do.....	do.....	4	1	1	5	9	3	6	2	2	1	3	1	3	1	0	150	5,010	

7714	Palls Creek (R. F. D. 1).	Washington Township H. S.	C. R. Hauswalt.	do.	do.	3	3	1	1	12	6	4	6	7	3	7	4	1	1	350	31,400		
7715	Palls Creek (R. F. D. 1).	Washington Township H. S.	Worth M. Jones.	do.	do.	3	2	0	0	17	6	5	7	7	2	8	5	2	0	180	6,150		
7716	Palls Creek (R. F. D. 1).	Palls Township H. S.	H. Clinton Neagley	do.	do.	3	1	0	0	4	4	1	2	1	3	0	2	0	0	500	8,775		
7717	Palls Creek (R. F. D. 1).	Medal Township High School.	C. H. Neil.	do.	do.	3	1	0	0	4	13	2	6	0	0	0	0	0	0	1,360	30,300		
7718	Palls Creek (R. F. D. 1).	Pawn Township High School.	Oscar H. Scrawbridge.	do.	do.	3	1	0	0	4	4	0	2	0	1	0	0	0	0	1,200	19,585		
7719	Palls Creek (R. F. D. 1).	Southampton Township H. S.	Arthur C. Patterson.	do.	do.	3	1	0	0	4	7	5	4	2	0	0	2	0	0	450	18,585		
7720	Palls Creek (R. F. D. 1).	High School.	S. J. Seesholtz.	do.	do.	3	1	0	0	4	6	2	4	0	0	0	3	7	0	500	8,775		
7721	Palls Creek (R. F. D. 1).	Flemington.	Harry N. Bonfield.	do.	do.	3	1	0	0	4	6	3	7	9	7	3	5	8	4	500	8,775		
7722	Palls Creek (R. F. D. 1).	Flemington.	R. F. Smith.	do.	do.	3	1	0	0	4	5	1	5	6	3	3	3	3	0	50	26,000		
7723	Palls Creek (R. F. D. 1).	Ford City.	W. W. Irwin.	do.	do.	3	1	0	0	4	3	8	1	4	9	5	14	0	8	500	20,280		
7724	Palls Creek (R. F. D. 1).	Forty Fort.	F. H. Taylor.	do.	do.	3	1	0	0	4	10	11	6	5	6	3	2	3	1	2	0	50	26,000
7725	Palls Creek (R. F. D. 1).	Forty Fort.	Clayton J. Wratlen.	do.	do.	3	1	0	0	4	10	11	6	5	6	3	2	3	1	2	0	50	26,000
7726	Palls Creek (R. F. D. 1).	Foxburg.	J. T. Connell.	do.	do.	3	1	0	0	4	8	24	6	1	4	9	5	14	0	8	500	20,280	
7727	Palls Creek (R. F. D. 1).	Frankville.	William R. Trautman.	do.	do.	3	1	0	0	4	20	37	40	20	3	10	20	5	5	1,500	107,500		
7728	Palls Creek (R. F. D. 1).	Franklin.	Tracy T. Allen.	do.	do.	3	2	0	7	14	9	15	4	5	4	6	1	4	5	1,200	19,585		
7729	Palls Creek (R. F. D. 1).	Sugar Creek Township H. S.	L. H. Peffer.	do.	do.	3	2	0	7	14	9	15	4	5	4	6	1	4	5	1,200	19,585		
7730	Palls Creek (R. F. D. 1).	Oakland Township H. S.	Miss Martha A. Esch.	do.	do.	3	0	2	1	8	1	4	1	4	1	4	1	1	0	200	1,500		
7731	Fredericktown (R. F. D. 6).	East Bethlehem Twp. H. S.	S. P. Boyer.	do.	do.	3	2	0	2	7	5	2	0	4	0	4	0	4	0	350	17,400		
7732	Fredericktown.	Freeburg.	George W. Walborn.	do.	do.	3	1	1	1	8	9	10	11	0	4	7	2	0	0	08	10,000		
7733	Fredericktown.	Freeport.	F. A. Barkley.	do.	do.	4	3	1	1	10	14	8	11	4	7	2	5	2	5	2	400	10,300	
7734	Fredericktown.	Freeport.	Henry H. Elliott.	do.	do.	4	1	3	1	10	18	10	13	9	9	3	15	3	14	1	3	400	10,300
7735	Fredericktown.	Somerset Township H. S.	H. B. Speicher.	do.	do.	3	2	0	3	3	4	4	4	4	3	6	3	6	1	1	145	1,145	
7736	Fredericktown.	Galeton.	Roger H. Foote.	do.	do.	4	1	3	4	10	22	8	4	4	6	8	3	8	1	1	50	1,600	
7737	Fredericktown.	Gallitzin.	R. H. Ritter.	do.	do.	3	1	1	1	11	18	4	3	5	8	8	6	8	1	0	41,000	41,000	
7738	Fredericktown.	Salisbury Twp. Central H. S.	H. G. Shump, M. P.	do.	do.	3	1	0	0	11	10	4	3	5	8	8	5	0	1	0	0	0	
7739	Fredericktown.	Garrett.	Harry E. Bowman.	do.	do.	2	1	0	0	12	11	0	5	0	5	8	5	0	1	0	0	0	
7740	Fredericktown.	Geneva.	E. E. Hillman.	do.	do.	3	1	0	0	12	3	3	2	7	0	2	0	2	0	36	1,150	1,150	
7741	Fredericktown.	Geneva.	Howard L. Buck.	do.	do.	3	1	0	0	8	4	2	2	1	0	0	2	0	2	0	0	0	
7742	Fredericktown.	Gettysburg.	Willis A. Burroughs.	do.	do.	4	1	0	0	14	6	3	4	2	1	0	4	1	0	1	0	0	
7743	Fredericktown.	Gilbert.	Ralph H. Feltham.	do.	do.	2	1	0	0	14	6	6	3	3	1	0	4	1	0	300	2,200		
7744	Fredericktown.	Battles Memorial School.	Geo. L. Hays.	do.	do.	4	1	2	5	11	6	9	4	4	8	1	7	1	7	0	0	0	
7745	Fredericktown.	Glassport.	J. A. Erhard.	do.	do.	4	1	2	5	11	6	9	4	4	8	1	7	1	7	0	0	0	
7746	Fredericktown.	Glen Mills.	Warren C. Peirce.	do.	do.	4	1	2	5	11	6	9	4	4	8	1	7	1	7	0	0	0	
7747	Fredericktown.	Glen Moore (R. F. D. 1).	Leland F. Reynolds.	do.	do.	3	1	0	0	7	2	2	2	0	0	0	0	0	0	75	61,000	61,000	
7748	Glenville.	Codorus Township H. S.	Paul S. Miller.	do.	do.	4	2	0	0	6	5	4	7	2	10	1	6	1	3	0	1,000	9,000	
7749	Gordon.	High School.	N. M. Frank.	do.	do.	4	2	0	0	6	5	4	7	2	10	1	6	1	3	0	1,000	9,000	
7750	Gordon.	Gouldsboro.	Howard W. Slipe.	do.	do.	3	1	0	0	3	7	0	2	0	0	0	2	0	0	100	6,100	6,100	
7751	Gordon.	Great Bend.	Warren M. Beidler.	do.	do.	3	1	0	0	6	4	3	7	0	0	0	0	0	0	60	1,100	1,100	
7752	Gordon.	Greencastle.	W. W. De Shong.	do.	do.	4	1	2	1	12	14	10	4	14	2	5	2	2	0	500	5,400	5,400	
7753	Gordon.	Greensburg.	Glenn C. Heller.	do.	do.	4	1	2	1	16	17	18	63	52	52	24	28	24	2	2,000	210,000	210,000	
7754	Gordon.	Greenville.	G. B. Gerberich.	do.	do.	4	1	2	1	31	46	20	9	21	9	21	9	21	9	200	76,200	76,200	
7755	Gordon.	Grove City.	C. Blaine Smathers.	do.	do.	4	1	2	1	40	60	25	30	28	22	15	28	15	28	10	20	55,000	55,000
7756	Gordon.	Hathursville.	R. Raymond Williams.	do.	do.	2	1	0	0	9	9	2	6	2	6	2	6	2	6	3	200	3,200	3,200
7757	Gordon.	High School.	J. W. Hoover.	do.	do.	2	1	0	0	9	9	2	6	2	6	2	6	2	6	3	200	3,200	3,200
7758	Gordon.	Hanover.	John N. Land.	do.	do.	3	1	0	0	6	8	3	8	8	5	3	8	5	4	0	100	30,500	30,500
7759	Gordon.	Hanover.	F. B. Green.	do.	do.	3	1	0	0	42	36	13	24	13	12	6	13	3	3	0	100	30,500	30,500
7760	Gordon.	Harbour Creek.	Geo. D. Rose.	do.	do.	4	1	1	1	10	3	5	4	2	5	2	5	2	2	300	17,300	17,300	
7761	Gordon.	Harford.	Thomas B. Lockard.	do.	do.	2	1	1	1	15	3	5	4	2	5	2	5	2	2	300	17,300	17,300	

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—(Continued.)

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PENNSYLVANIA—continued.																				
7762	Harnsburg.....	Thomas G. Shallenberger.	Twp....	3	2	0	5	13	6	9	7	3			7	3			150	\$6,500
7763	Harmony.....	S. A. Cooper.....	Dist....	3	1	0	3	9	0	4	3	4			3	4	1	2	250	5,200
7764	Harrisburg.....	W. S. Steele.....	Dept....	3-4	15	13	102	225	67	155	76	104	53	81	65	105	25	20	1,500	
7765	do.....	Charles B. Fager, Jr.	do.....	3	11	0	105	0	60	0	45	0			45	0	8	0	300	130,000
7766	Hartleton.....	Miss Mabel R. Farley	Dist....	3	0	1	2	5	1	0	5	5							1,700	
7767	Hastings.....	J. C. Williams.....	do.....	3	2	0	9	14	1	9	7	5			1	7	1	0	200	12,250
7768	Hatboro.....	Elmer H. Carl.....	do.....	4	1	2	7	5	4	14	7	5	2	6	3	3	3	0	225	51,000
7769	Hawley.....	Mark Cressy.....	do.....	4	2	0	7	8	8	5	2	2	3	3	3	3	3	1	600	50,000
7770	Hawthorn.....	J. Mott Rush.....	do.....	3	1	0	5	8	1	4	2	2			1	4	1	2	15	3,100
7771	Hazlehurst.....	George B. Whitehill	Twp....	3	1	1	3	6	2	1	2	2			2	2	1	0	100	1,100
7772	Hazleton.....	Milton W. Garrette.	do.....	4	2	4	40	27	21	13	12	19	7	3	7	3	1	0	250	69,000
7773	do.....	Ernest Encke.....	Dist....	3	1	1	22	10	11	2	10				11	2	6	1	350	15,100
7774	Hegins.....	N. H. Snyder.....	Twp....	3	2	0	8	5	3	5	3				3	5	4	0	300	18,900
7775	Hellam.....	J. F. Krebs.....	Dist....	2	1	0	8	3	6	3	1	4			1	4	0	3	180	
7776	Hellertown.....	Alvin I. Reinhard	do.....	3	1	0	4	10	7	5	1	0			1	0	1	0	110	9,500
7777	Hellertown (R. F. D.).....	A. W. Mounts.....	Twp....	3	2	0	4	10	7	5	1	0			1	0	1	0	110	9,500
7778	Hemdon.....	H. W. Willier.....	Dist....	2	1	0	10	5	4	1	3				4	1	1	1	130	7,100
7779	Herrick Center.....	Charles J. Savige.....	Twp....	3	1	0	1	7	3	3	1	3			0	2	1	1	175	8,050
7780	Hershey.....	George S. Stuart.....	do.....	4	2	0	8	11	7	5	6	5	1	2	1	2	1	0	60	18,200
7781	Hickory.....	I. M. Roberts.....	do.....	4	1	1	2	7	5	5	6	1	4	9	4	9				
7782	High Spire.....	C. M. Wagle.....	Dist....	3	1	0	5	6	3	2	2	1			2	7	1	2	300	10,500
7783	Hillgrove.....	D. M. Soper.....	Twp....	3	1	2	2	5	3	2	1	1			1	1			165	3,510
7784	Holmesdaqua.....	P. H. Brimley.....	do.....	3	3	0	24	17	8	8	8				7	7	3	0	450	1,600
7785	Holidaysburg.....	E. S. Rice.....	Dist....	3	4	0	13	19	9	12	0	8	4	3	3	3	2	0	200	30,000
7786	Homer City.....	Miss Bertha B. Work	do.....	2	0	1	0	9	2	2					2	2	1	0	500	180,000
7787	Homerstead.....	Mrs. L. P. Williams	Dist....	4	3	5	45	53	26	24	11	21	7	24	7	24	7	5	4,000	
7788	Honesdale.....	H. A. Oday.....	do.....	4	2	4	30	46	19	23	15	21	8	14	8	14	2			
7789	do.....	Miss Vera Murray	Twp....	2	0	1	1	10	3	1					2	1			2,300	

7793	Hopew Brook.....	J. H. Speecher (Unl.)	1	0	2	5	3	4	1	3	4	1	0	150
7794	do.....	Clyde C. Deaeger	1	0	2	1	3	6	4	7	1	1	0	80
7795	Liquidale.....	A. H. Orr, A. M.	1	0	5	12	2	9	3	7	3	0	0	270
7796	do.....	W. P. Truette	2	0	5	12	2	9	3	7	3	0	0	10,500
7797	Habersburg.....	Cyrus T. Giesner	2	0	2	10	2	6	9	10	3	3	3	110
7798	Halsburyville.....	J. G. Dunnes	2	0	9	13	4	5	2	8	7	2	0	100,000
7799	Halsburyville.....	W. R. Thierod	2	0	12	7	3	12	5	8	6	2	0	28,300
7800	Huntington Mills.....	Robert E. McPherson	3	2	26	42	36	27	15	10	25	5	1	1,500
7801	Hydesown.....	Charles O. Frank	3	1	2	3	3	4	4	4	3	0	1	100
7802	Hyndman.....	David Wiant	3	1	2	3	3	4	4	4	2	0	1	50
7803	Indiana.....	Floyd W. Bathurst	3	2	0	6	17	5	2	6	2	0	1	500
7804	Irwine.....	B. W. Erhard	3	4	1	30	85	18	24	14	18	3	4	800
7805	Jamestown.....	L. R. Simpkins	3	1	0	9	9	1	2	7	1	2	0	150
7806	Jamestown.....	J. A. Shields	3	1	15	16	10	6	7	4	7	4	2	2,000
7807	Jamestown.....	E. F. Cummings	3	1	9	11	2	14	10	8	9	8	2	2,500
7808	Jefferson.....	A. S. Fritz	4	1	25	85	23	82	19	21	10	25	1	150
7809	Jeekintown.....	P. B. Andes	4	2	6	3	3	2	3	2	2	2	1	745
7810	Jermytown.....	E. F. Williamson	4	2	12	15	9	13	5	6	3	5	1	44,000
7811	Jersey Shore.....	Wilmer K. Groff	4	2	13	4	7	2	6	3	2	6	2	25,800
7812	Jessup.....	Ralph M. Archibald	4	2	34	22	13	28	11	6	7	6	3	800
7813	Johnstown.....	Wm. F. Yoder	3	1	0	6	10	1	12	2	2	3	2	2,750
7814	Johnstown.....	George M. Lehman	3	1	1	14	1	16	0	4	2	0	0	150
7815	Johnstown.....	James L. Mitchell	4	2	3	11	20	9	19	1	6	5	1	800
7816	Junata.....	George W. McCloskey	2	2	0	3	12	0	4	10	8	5	1	300
7817	Kane.....	C. F. Helt	4	2	27	24	13	17	6	10	8	5	1	1,200
7818	Karns City.....	M. B. Wieland	4	6	3	48	62	18	21	21	18	12	17	2,300
7819	Karns City.....	F. R. Neild	3	2	0	3	8	4	4	5	6	2	1	1,025
7820	Kaylor.....	J. B. Storey	3	0	1	4	5	2	7	3	4	3	1	22
7821	Kennett Square.....	Miss Mary K. Marshall	2	1	0	2	5	1	8	3	6	5	0	100
7822	Kersey.....	W. R. Summerville	4	1	6	11	5	17	3	5	3	5	0	100
7823	Kingson.....	F. S. Woolson	3	1	1	3	5	13	4	2	5	1	0	7,900
7824	do.....	F. J. O'Connell	3	1	2	21	22	13	12	8	10	2	5	100
7825	Kittanning.....	C. B. Hanyan, Jr.	4	2	4	15	19	16	12	11	6	6	2	65,000
7826	Knox.....	J. R. Merkal	4	3	21	26	10	17	10	6	7	17	5	1,000
7827	Knoxville.....	T. C. Chessman	3	1	1	4	10	5	7	2	3	2	1	400
7828	Kutztown.....	L. W. Snyder	4	1	16	25	5	2	2	5	2	5	1	800
7829	Leaville.....	G. P. Snyder	2	1	0	6	9	3	1	7	2	1	1	520
7830	Lake Como.....	George A. Schlenker	4	2	0	6	21	1	7	2	2	1	1	200
7831	Lakewood.....	A. H. Young	3	1	0	7	4	4	2	4	5	1	0	25
7832	Lamarine.....	Wm. Fayus	3	1	0	2	3	4	1	1	4	5	1	3,750
7833	Lancaster.....	L. W. Menhen-	3	1	1	6	3	3	1	3	4	3	2	100
7834	do.....	E. E. Brown, Ph. B.	4	11	0	131	0	76	0	50	0	41	0	3,000
7835	Landisville.....	Boys High School	4	2	9	0	118	0	78	0	77	0	57	275,000
	Landisville.....	H. E. Slagdenhaup,	3	1	0	11	2	2	1	3	3	0	0	8,400
	Landisville.....	A. M.												
	Landisville.....	M. W. Metzger												

* Changed from 3-year to 4-year course since 1911.

† Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PENNSYLVANIA—continued.																				
7836	Lanesboro.	High School.	Dist.	2	1	0	3	5	1	3	3	5			1	3	0	2	16	\$11,000
7837	Langhorne.	do.	do.	3	1	1	10	3	5	9	15	25			14	25	4	1	500	26,500
7838	Lansdale.	do.	do.	3	2	2	22	22	20	16	15	25			14	25	4	1	900	50,500
7839	Lansdowne.	do.	Dept.	4	3	6	23	31	24	29	11	20	11	20	11	20	6	3	100	50,500
7840	Lansdowne.	do.	do.	4	2	1	20	15	7	12	18	5	3	8	3	8	2	0	600	33,000
7841	Laporte.	do.	Dist.	3	1	0	3	4	0	6	4	2			4	2			150	8,500
7842	Larksville.	do.	Dept.	4	2	4	20	25	21	16	12	10	7	4	4	7	4	0	500	62,000
7843	Latrobe.	do.	do.	4	3	5	40	38	28	19	7	24	6	11	6	11	4	3	500	43,000
7844	Laurelton.	Hartley Township H. S.	Twp.	3	1	0	3	4	4	4	1	3	3		5	1	1	0	2,500	2,500
7845	Lawrenceville.	High School.	Dist.	3	1	0	4	11	4	8	5	1			5	1			140	138,000
7846	Leaman Place.	Paradise High School.	Twp.	2	1	0	4	5	2	6			20	45	20	42	15	8	180	51,500
7847	Lebanon.	High School.	Dept.	4	6	7	41	56	43	34	20	12	1	9	1	9	0	6	500	6,700
7848	Leechburg.	do.	Dist.	4	3	1	15	14	5	13	6	4			2	3	2	1	1,200	6,700
7849	Leechburg (R. F. D.).	Allegheny Township H. S.	Twp.	3	2	0	5	13	6	4	2	3			2	3				
7850	Leesport.	Ontelaunee Township H. S.	do.	3	1	0	3	2	0	0	2	5			2	5			90	3,100
7851	Leighton.	High School.	Dept.	3	3	0	21	20	8	17	6	10			6	10			500	40,500
7852	Leisners.	Dunbar Township H. S.	Twp.	3	2	2	13	17	7	25	7	12			7	7	3	1	400	21,000
7853	Leisners.	Peters Township H. S.	do.	3	1	0	9	9	2	1	1	1			7	7	3	1	25	1,200
7854	Leisner Furnace.	North Union Township H. S.	do.	14	1	2	7	8	5	6	4	13			4	13	1	1	190	30,400
7855	Lemont Furnace.	High School.	do.	2	1	0	4	4	6	6					6	6	2	0	85	5,000
7856	Lemoine.	Upper Leacock Central H. S.	Twp.	3	1	0	4	6	5	5	0	0			0	0			85	5,000
7857	Leola.	High School.	Dist.	3	1	2	18	21	15	14	4	4	12		4	12			10,250	10,250
7858	Lewisburg.	do.	Dist.	4	4	2	37	43	30	25	17	16	4	0	3	0	3	2	500	10,250
7859	Lewistown.	Bethel Township H. S.	Dist.	4	4	1	1	0	4	5	3	8	5	4	0	4	0	2	25	\$1,000
7860	Ligonier.	Bloomfield Township H. S.	Twp.	3	1	1	10	6	9	3	8	5	4		4	4	2	2	200	810
7861	Ligonier.	High School.	Dist.	3	1	0	10	6	4	1	0	2			0	2			200	810
7862	Ligonier.	High School.	Dist.	4	1	1	18	12	5	8	4	7	1	3	1	3	1	0	300	2,000
7863	Limestone.	do.	Twp.	2	1	0	6	7	1	6					0	0			200	2,000
7864	Littia.	do.	Dist.	4	2	1	14	23	15	8	9	14	8	7	8	6	2	0	300	2,000

7853	1-Attertown.	do.	L. D. Crunkleton.	do.	3	1	1	1	5	8	6	7	4	2	3	4	3	500	12,500
7854	Attertown.	do.	Joseph W. Huff.	Twp.	1	1	1	9	17	17	6	6	3	0	2	3	1	15	33,100
7855	Attertown.	do.	Chas. W. Henniger.	do.	2	2	2	35	35	35	10	13	14	12	10	10	4	150	35,000
7856	Attertown.	do.	John A. Young.	Dist.	2	2	2	7	6	6	6	2	0	0	0	0	3	300	37,000
7857	Attertown.	do.	H. R. Williams.	Dist.	2	2	2	1	0	0	0	0	0	0	0	0	1	125	8,000
7858	Attertown.	do.	H. R. Hennig.	Twp.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7859	Attertown.	do.	James M. Hughes.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7860	Attertown.	do.	Thorton G. Osborne.	Dist.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7861	Attertown.	do.	H. W. Dodd.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7862	Attertown.	do.	Milton B. Wright.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7863	Attertown.	do.	E. L. Rupert.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7864	Attertown.	do.	Jacob B. Sheets.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7865	Attertown.	do.	W. C. Stevens.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7866	Attertown.	do.	J. Emery Thomas.	Dist.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7867	Attertown.	do.	D. Forrest Dunkle.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7868	Attertown.	do.	John F. Bower.	Dist.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7869	Attertown.	do.	S. Ralph Malley.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7870	Attertown.	do.	J. Paul Kaufman.	Twp.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7871	Attertown.	do.	H. G. Means.	Dist.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7872	Attertown.	do.	C. B. Wilson.	Twp.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7873	Attertown.	do.	A. D. Miller.	Dist.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7874	Attertown.	do.	C. W. Cubison.	Twp.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7875	Attertown.	do.	Miss Edith Shuman.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7876	Attertown.	do.	Scott W. Knaub.	Dist.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7877	Attertown.	do.	B. F. Helges.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7878	Attertown.	do.	J. Kimber Grimm.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7879	Attertown.	do.	W. J. Summerville.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7880	Attertown.	do.	S. S. Leonard.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7881	Attertown.	do.	Xopher Beck.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7882	Attertown.	do.	Issue K. Teal.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7883	Attertown.	do.	Walter N. Strickland.	Twp.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7884	Attertown.	do.	Jens Mary H. Riddle.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7885	Attertown.	do.	Miss Mary H. Riddle.	Dist.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7886	Attertown.	do.	A. J. Hogg.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7887	Attertown.	do.	E. S. Kagaris.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7888	Attertown.	do.	Thomas N. Woodley.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7889	Attertown.	do.	John E. Groff.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7890	Attertown.	do.	Halliday R. Jackson.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7891	Attertown.	do.	E. M. Taylor.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7892	Attertown.	do.	J. S. Simons.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7893	Attertown.	do.	W. D. Lewis.	Twp.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7894	Attertown.	do.	Leslie L. Thompson.	Dist.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7895	Attertown.	do.	Clarence C. Case.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7896	Attertown.	do.	William C. Betzel.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7897	Attertown.	do.	S. C. Joslin.	do.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0
7898	Attertown.	do.	Miss Elizabeth Mahon.	Twp.	2	2	2	1	0	0	0	0	0	0	0	0	0	0	0

* Value of building and grounds not given.

† Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PENNSYLVANIA—continued.																				
7911	Merret	High School.	Dist.....	14	1	2	20	24	13	17	9	18			0	10			800	\$40,500
7912	Mertersburg	do	do.....	4	1	1	9	16	7	8	5	12	5	6	2	3			400	15,300
7913	Mertersburg (R. F. D. 2).	Longswamp Township H. S.	Twp....	2	1	0	8	2	2	3					5	6			250	10,100
7914	Meshoppen	High School	Dist.....	3	1	0	5	10	7	2	3	6			0	0			200	21,000
7915	Mesheroppen (R. F. D. 1).	Auburn High School.	Twp....	3	1	1	8	8	6	6	6	7			0	0			125	0,500
7916	Meyersdale	High School.	Dept.	4	2	3	17	15	9	26	8	22	5	13	5	13	3	5	250	51,400
7917	Middleburg	do	Dist.	2	1	0	7	7	8	7					8	7	3	1	40	12,100
7918	Middletown	do	Dept.	4	2	3	13	10	8	22	7	12	12	6	12	6	6	2	700	42,500
7919	Mifflin	do	Dist.....	4	0	2	6	6	3	2	4	0	3	0	0	0				
7920	Mifflinburg	do	do.....	4	1	1	11	10	11	11	10	10	5	10	5	10	0	1	200	15,500
7921	Mifflintown	do	Twp....	4	1	1	14	4	7	6	2	7	1	8	1	8	0	4	200	7,100
7922	Mifflinville	Mifflinville Township H. S.	do.....	3	2	0	3	4	4	5	4	3			4	4	3		150	6,250
7923	Milesburg	Milesburg and Boggs Twp. High School.	do.....	2	1	0	8	10	9	6					7	5	3	0	100	0,800
7924	Millard	High School.	Dist.....	3	1	1	3	13	3	4	0	5			0	5			000	2,500
7925	Millersburg	do	do.....	4	1	3	10	7	6	12	2	3	8	10	8	9	4	1	500	17,000
7926	Millersburg	do	do.....	4	3	1	0	2	2	0	4	3			1	3			162	4,000
7927	Mill Hall	do	do.....	3	3	1	5	12	3	7	1	1			1	7			50	5,000
7928	Millheim	do	do.....	2	2	1	0	1	1	1	2	2			1	1	1	0		
7929	Millmont	do	Twp....	3	2	0	9	7	1	4	1	3			1	3			136	1,700
7930	Millvale	Lewis Township H. S.	Dist.....	2	2	2	6	7	5	4	8				4	4	2	1		
7931	Mill Village	High School	do.....	4	1	0	6	6	3	2	3	3	1	0	0	0	0		75	2,500
7932	Millville	do	do.....	4	3	1	0	3	0	4	3	5	4	0	1	1	4		100	6,800
7933	Millroy	do	Twp....	4	4	2	0	3	1	5	3	0	1	4	31	22	8	5	300	15,150
7934	Millroy	Armstrong Township H. S.	Dept.	4	4	2	54	43	35	29	31	30	31	23	31	22	8	5	2,050	42,000
7935	Minerva	High School	Dist.....	4	4	2	37	28	17	20	13	13	13	14	16	14	4	3	1,300	43,010
7936	Minerva	do	Dist.....	3	1	1	5	6	5	0	4	7			4	7	2	1	212	1,600

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PENNSYLVANIA—continued.																				
7985 New Oxford.....	High School.....	Daniel Ruff.....	Dist.....	2	1	0	7	4	4	7					4	7	1	2	120	
7986 Newport.....	do.....	Geo. F. Dunkelberger.....	do.....	4	2	0	10	14	5	6	5	3	5	1	5	1	1	0	50	\$9,050
7987 Newtown.....	do.....	Amos L. Eby.....	do.....	3	1	1	3	14	3	5	3	4			3	4				12,400
7988 Newville.....	do.....	Albert C. Shuck, A. B.....	do.....	4	1	1	8	10	6	8	3	2	4	6	4	6	3	2	300	
7989 Newville (R. F. D. 3).....	Frankford Township H. S.....	H. L. Burkholder.....	Twp.....	2	1	0	4	3	4	3					4	4	2			550
7990 New Wilmington.....	do.....	D. C. Henkey.....	Dist.....	3	2	1	19	18	15	8	11				1	11	1	5	145	20,000
7991 Nicholson.....	do.....	John E. Morgan.....	do.....	3	1	1	10	12	5	9	6	17			4	14	2	0	300	14,000
7992 Norristown.....	do.....	A. D. Eisenhower.....	Dept.....	4	9	11	89	95	75	82	34	61	39	49	32	38	5	1	500	1,425
7993 Norristown (R. F. D. 4).....	Plymouth Township H. S.....	Wallace L. Dane.....	Twp.....	2	1	0	2	6	0	4					0	4	0	1	300	
7994 North Bend.....	Chapman Township H. S.....	Henry E. Shearer.....	do.....	2	1	0	4	3	1	5					1	5			125	6,500
7995 North East.....	High School.....	Edw. D. French.....	Dist.....	4	2	3	14	16	10	6	16	13	10	1	12	10	5	6	150	60,000
7996 North Grand.....	Grand Township H. S.....	F. M. Morrow.....	Twp.....	4	2	1	10	10	5	5	12	3	6		2	4	2	2	500	30,150
7997 Northumberland.....	High School.....	Marion Gladdes.....	Dist.....	4	2	5	13	15	19	27	12	18	16		18	16	6	4	1,106	30,700
7998 North Wales.....	do.....	B. A. Kline.....	do.....	3	1	1	7	8	2	5	2	7			2	7			775	26,000
7999 North Warren.....	Conewango Township H. S.....	L. Glenn Summers.....	Twp.....	2	1	1	4	6	0	8					0	6			800	8,000
8000 Norcan.....	do.....	do.....	do.....	3	1	0	6	8	3	4	6	5			0	4	2	2	60	3,700
8001 Oakdale.....	Stoxen Township H. S.....	James D. Wright.....	do.....	3	1	2	10	13	0	10	4	5			1	4	4	5	472	10,000
8002 Oak Hill.....	High School.....	C. C. McCullough.....	Dist.....	3	1	0	10	2	4	1	4				1	4			50	2,500
8003 Oakmont.....	Little Britain Township H. S.....	N. C. Norris.....	Twp.....	3	1	0	10	21	3	12	2	8			2	8	2	4		1,150
8004 Oakville.....	do.....	L. E. Fodimeter.....	Dist.....	3	1	1	6	10	2	7					2	2	1	0		
8005 Oberlin.....	Swatara Township H. S.....	George M. Messinger.....	Twp.....	3	1	0	9	11	5	7					8	7				6,350
8006 Oil City.....	High School.....	F. J. Turnbull.....	Dept.....	4	9	12	66	79	53	53	28	73	22	26	22	29	3	2	352	1,50
8007 Oley.....	do.....	Irvin W. Ziegler.....	Twp.....	2	1	0	3	5	3	2	3	5			5	6				
8008 Orangeville.....	do.....	M. D. Mordan.....	Dist.....	3	1	0	3	6	8	6	5				1	4			20	3,020
8009 Orwells.....	do.....	Claude S. Gorham.....	Twp.....	3	1	1	3	2	2	6	5	7			0	2			100	4,200
8010 Oxcroft.....	do.....	F. S. Hartley.....	Twp.....	2	1	1	3	5	2	4					0	0	2	1	1,100	
8011 Oxcroft Mills.....	do.....	J. E. Radebach.....	do.....	4	2	0	13	17	2	4	3	9	3	6	3	5	1	1		

County.	do.	I. H. Close.	do.	3	1	0	4	10	2	4	2	4	3	200
8012 Owa.	Limestone Township H. S.	G. C. Bredin.	Twp.	3	2	0	0	2	5	0	0	0	0	8,500
8013 Owa.	High School.	Kimer J. Hase.	Dist.	3	2	18	26	5	0	3	2	10	11	5,200
8014 Jackson.	do.	Elmer J. Brown.	do.	2	1	0	9	7	2	5	2	5	0	23,500
8016 Palmetton.	Lower Towneasing Town- ship High School.	C. R. Cole.	Twp.	2	1	0	6	7	4	5	4	5	0	6,000
8017 Pulmaya.	High School.	C. W. Bachman.	do.	3	2	0	6	12	7	1	2	2	2	135,000
8018 Parkers Landing.	Parkers City High School.	Lane M. Timlin.	Dist.	3	2	0	6	5	4	7	3	0	0	20,000
8019 Parksburg.	High School.	J. H. Sprecher (1912).	do.	3	1	2	15	15	2	8	0	6	2	130
8020 Parnassus.	do.	Frederick L. Bach.	do.	4	4	1	12	25	6	8	0	6	10	21,500
8021 Parsons.	do.	Weniger A. Evans.	do.	3	1	2	7	7	0	8	4	7	0	15,000
8022 Patton.	do.	W. M. Boesman.	do.	3	1	2	7	7	0	8	4	7	0	1,100
8023 Peckville.	Blackly High School.	H. B. Anthony.	do.	3	1	2	6	14	4	10	3	5	2	57,300
8024 Pen Artyl.	High School.	E. C. Lavers, Ph. D.	do.	4	4	0	20	17	9	12	3	3	0	29,500
8025 Penbrook.	do.	O. E. Good.	do.	2	1	0	8	13	3	6	1	4	2	30,000
8026 Penfield.	Huston Township H. S.	A. H. Kaufman.	Twp.	3	1	0	1	2	2	0	1	4	3	17,500
8027 Pennsburg.	High School.	J. Ralph Collins.	Dist.	2	1	0	5	4	0	1	0	1	0	11,000
8028 Perkaskie.	do.	Albert C. Rutter.	do.	3	2	1	15	7	11	13	10	6	2	20,400
8029 Peryopolis.	Perry Township High School.	T. S. Bracken.	Twp.	3	1	2	8	9	4	15	6	6	3	33,300
8030 Petersburg.	High School.	George T. Cooper.	Dist.	2	1	0	4	5	5	9	5	9	2	3,100
8031 Peters Creek (R. F. D. 1).	Fulton Township High School.	Samuel Y. Wiesler.	Twp.	2	1	1	4	9	4	8	4	5	0	100
8032 Philadelphia.	Central High School of Phila. Central Manual Training H. S.	Robert E. Thompson.	Dept.	4	85	0	758	0	521	0	319	0	254	11,200
8033 do.	do.	William L. Sayre.	do.	3	34	0	349	0	245	0	230	0	161	1,747,000
8034 do.	do.	J. Eugene Baker.	do.	4	1	153	0	831	0	772	0	604	0	1,000
8035 do.	do.	Andrew J. Morrison, Ph. D.	do.	3	53	0	650	0	433	0	304	0	172	450,000
8036 do.	do.	Lemuel Whitaker, Ph. D.	do.	3	48	0	565	0	310	0	197	0	160	1,800
8037 do.	do.	William D. Lewis.	do.	4	4	90	0	722	0	845	0	328	0	615,000
8038 do.	do.	B. I. Myers.	Dist.	4	3	2	27	11	27	11	14	6	11	3,000
8039 do.	do.	Isaac Doughton.	Dept.	4	3	5	39	38	34	37	20	31	30	73,000
8040 do.	do.	D. B. Little.	Dist.	3	1	0	0	10	6	2	4	5	2	43,850
8041 do.	do.	E. J. Henninger.	do.	3	1	0	5	8	6	7	8	7	2	250
8042 do.	do.	Lloyd J. Waldo.	Twp.	3	1	0	5	7	1	1	3	4	1	4,400
8043 do.	do.	Arthur B. Benn.	Dist.	2	1	0	16	14	3	13	3	4	2	50
8044 do.	do.	Edward Rynearson, director.	Dept.	4	50	48	668	739	424	411	195	277	167	1,200
8045 do.	do.	William L. Smith.	do.	4	15	21	124	145	93	90	57	65	47	850,000
8046 do.	do.	B. J. Billings.	Twp.	2	1	0	4	6	2	23	0	53	1	617,000
8047 do.	do.	Louis P. Blerly.	Dept.	4	2	4	31	30	18	22	10	25	11	70
8048 do.	do.	S. L. Wilson.	Twp.	2	1	0	6	4	3	3	11	23	4	9,700
8049 do.	do.	W. J. Dietrick.	do.	3	2	0	5	8	4	3	7	3	3	38
8050 do.	do.	T. C. Strook.	do.	4	2	0	10	5	4	7	2	1	0	150
8051 do.	do.	T. E. Kingsley.	Dist.	4	3	1	7	10	11	7	2	6	4	1,500
8052 do.	do.	Wm. E. McCaughey.	do.	3	1	0	5	12	4	8	3	6	1	150
8053 do.	do.	B. Newton Palmer.	do.	3	1	0	5	7	1	9	0	2	3	24,550
8054 do.	do.	F. A. Berkenstock.	do.	3	1	0	5	7	6	0	0	0	2	100
8055 do.	do.	Geo. W. Channell.	do.	4	2	1	16	26	9	20	8	10	4	7,025
8056 do.	do.	do.	do.	4	1	1	8	10	5	6	7	3	0	300
8057 do.	do.	do.	do.	4	1	1	8	10	5	6	7	3	0	500

* Changed from 2-year to 4-year course since 1911.

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PENNSYLVANIA—continued.																				
8057	Portersville (R. F. D. 1).	Miss Josephine Hammond.	Twp....	3	0	1	7	9	4	1	2	5			2	5	1	4	50	
8058	Portland	Alvin F. Franz.	Dist....	3	1	0	0	0	4	3	5	0			5	0	3	0	780	\$11,000
8059	Portland Mills	D. R. Merrick, A. B.	Twp....	3	2	0	6	4	2	5	1	8			1	4			100	6,000
8060	Port Matilda	H. C. Rothrock	do....	3	2	0	3	7	4	5	5	2			3	1			100	6,950
8061	Port Royal	Joseph C. Klingler.	Dist....	4	2	0	14	8	5	4	3	11	2	4	2	4			2,000	
8062	Pottsgrove	Irving Lenker.	Twp....	3	1	0	1	7	2	4	0	0			0	0			150	5,500
8063	Pottstown	L. L. Loveland.	Dist....	4	7	4	65	58	40	53	40	22	32	28	29	27	4		5,000	71,000
8064	Pottstown (R. F. D. 1).	Thos. H. Plank.	Twp....	2	1	0	8	12	1	1					1	1	0		200	1,200
8065	Pottstown (R. F. D. 2).	O. O. Anderson.	do....	2	1	0	5	8	2	2					2	2			126	10,000
8066	Pottsville	William E. Cate.	Dept....	4	2	3	26	31	22	25	18	14	2	4	0	0			750	
8067	Pruettown	Charles F. Ball.	Twp....	3	1	0	0	0	10	3	7	4	1		1	0	1	0	50	2,050
8068	Prosperity	G. C. Bradshaw.	do....	3	1	1	0	2	5	2	5	5			5	5	2	0	30	
8069	Punklawney	T. Friend McCoy.	Dept....	4	1	5	37	48	10	24	9	19	2	11	2	11	2	5	500	70,500
8070	Quarryville	Alvin C. Vercich.	Dist....	4	1	1	4	5	11	4	3	3	2	7	2	7	0	2	200	7,200
8071	Quarryville (R. F. D. 2).	Albus E. Kegerreis.	Twp....	2	1	0	2	0	0	2					0	2			200	3,800
8072	Quincy	Emory J. Middour.	Dist....	3	1	0	2	10	3	4	1	2			1	2			175	1,000
8073	Ralston	Allan W. Dawson.	Twp....	4	2	0	7	4	8	5	5	9	0	8	0	8	0	1	6,400	
8074	Ramsey	B. F. Rindhart.	Dist....	2	1	0	3	9	6	4					3	2			425	10,200
8075	Raynolds (R. F. D. 1).	H. Merrill Hughes.	Twp....	2	1	0	3	7	5	4					5	4				
8076	Reading	S. P. Dietrich.	Dept....	4	16	1	271	108	120	50	30	20	10	8	10	8			3,540	374,000
8077	do.	Robert S. Birch.	do....	4	17	0	186	0	95	0	73	0	77	0	74	0	16	0	4,986	138,600
8078	do.	Miss Mary H. Mayer.	do....	4	0	17	0	200	0	122	0	86	0	79	0	79	0	5		
8079	Reamstown.	Henry M. Cooper.	Twp....	2	1	0	9	2	8	4					8	4			140	
8080	Rebersburg	C. L. Granley.	do....	2	1	0	7	10	2	1					2	1			155	
8081	Red Lion.	W. W. Stauffer (1911).	Dist....	4	1	1	9	12	4	5	10	9	3	5	0	0			300	15,200

8088	Reasville.	Brown Township H. S.	Joseph W. Carroll	Twp.	4	2	1	1	9	3	5	1	0	4	1	4	0	200	9,100
8089	Reasville.	Parish Township H. S.	A. T. Suberlin	do.	2	2	0	9	11	3	5	3	7	5	2	3		8,000	
8090	Reasville.	Parish Township H. S.	C. H. Suberlin	do.	3	1	0	9	11	3	5	3	7	5	2	3		1,300	
8091	Reasville.	High School.	George A. Minckmeyer	Dept.	4	2	3	22	40	14	20	10	10	7	11	2	0	560	
8092	Reasville.	South Reasville H. S.	Franklin O. Hoagland	Dist.	2	0	1	6	9	1	2								
8093	Reasville.	North Reasville H. S.	Miss Arveta Mann	Twp.	2	0	1	6	9	1	2								
8094	Reasville.	Neckauk Township H. S.	W. M. Rife	Dist.	2	0	1	6	9	1	2								
8095	Reasville.	High School.	Frank A. Glenn	do.	2	0	1	6	9	1	2								
8096	Reasville.	West Reynoldsville H. S.	H. Ellison Gayman	Twp.	2	2	1	0	3	9	0	2						300	
8097	Reasville.	North Reynoldsville H. S.	C. M. Rosenberg	Twp.	2	1	0	2	6	2	5	2						200	
8098	Reasville.	Township High School.	B. H. RhineSmith	Dept.	3	4	3	26	47	21	17	11	10	7	1	0	170	170	
8099	Reasville.	High School.	J. Fred Parsons	Twp.	2	1	0	2	6	4	1	2						120	
8100	Reasville.	Durham Township H. S.	J. M. Shick, Ph. B.	Dist.	4	3	1	0	8	12	9	1	5	3	1	0	130	11,000	
8101	Reasville.	High School.	C. M. McNaughton	Twp.	3	2	0	8	12	9	1	5	3	3	1	5	0	400	
8102	Reasville.	Toby Township H. S.	John C. Swartz	Dist.	2	1	0	4	7	3	1	2	4	1	5	0	233	8,000	
8103	Reasville.	Borough High School.	Irvin A. Seltzer	Dist.	2	1	0	4	4	4	9						30	6,000	
8104	Reasville.	Riverside-Gearhart H. S.	Thomas R. Shannon	Twp.	3	1	1	4	3	2	6	6	6	6	2	0	60	2,000	
8105	Reasville.	Locust Township H. S.	Charles W. Keeler	do.	3	1	1	7	5	4	0	0	8		8		65	1,500	
8106	Reasville.	Borough High School.	J. K. Ritchey	Dist.	3	2	1	5	7	7	8	3	0		3	0	2	450	
8107	Reasville.	Twinsburg Township H. S.	H. Albee Brumbaugh	Twp.	3	1	0	7	6	12	6	6	0		0	0	500	7,000	
8108	Reasville.	High School.	Richard M. Moll	do.	4	2	3	15	30	10	15	4	14	7	10	5	8	42,150	
8109	Reasville.	do.	Stanley Q. Fowler	Twp.	2	1	0	5	11	4	4				4	4	4	185	
8110	Reasville.	do.	L. R. Cuthrell	Dist.	3	2	0	5	5	5	5	1	10		1	0	0	280	
8111	Reasville.	Centex Township H. S.	B. T. Frases	do.	3	1	0	5	5	2	3	0	0		0	0	70	7,500	
8112	Reasville.	Reasville.	John F. Huffman	Twp.	3	1	0	5	5	2	3	0	0		0	0	200	10,200	
8113	Reasville.	Reasville.	Paul E. Dimock	do.	4	2	0	1	6	2	2	1	7	0	3	0	1	250	
8114	Reasville.	Becaria Township H. S.	F. G. Horner	do.	3	1	0	5	5	2	3	0	1	3	2		20	2,300	
8115	Reasville.	High School.	R. C. Amidon (1911)	do.	3	1	0	5	5	2	3				2	3	1	120	
8116	Reasville.	do.	W. A. Peters	Dist.	2	2	0	5	5	2	3				2	3	1	20	
8117	Reasville.	do.	Frank M. Halston	do.	4	3	2	21	15	12	13	12	2	7	2	0	2	120	
8118	Reasville.	do.	J. Linwood Eisenberg	Twp.	3	1	0	4	1	7	1	1			1	1	0	30	
8119	Reasville.	do.	C. F. Littell	Dist.	4	0	2	3	4	7	6	8	0	4	3	0	2	360	
8120	Reasville.	do.	Miss I. Evaline Stahl	do.	4	0	2	3	4	7	6	8	0	4	3	0	2	360	
8121	Reasville.	Clymer Township H. S.	wagon.	2	1	0	8	5	3	0					1	0	05	6,000	
8122	Reasville.	High School.	Walter G. Clark	Twp.	3	1	0	8	5	12	6	7	7	11		5	10	0	500
8123	Reasville.	do.	I. J. Woodring	Dist.	3	2	1	11	16	13	6	9	4	7	2	4	1	200	4,150
8124	Reasville.	do.	J. J. Lynch	do.	4	3	2	5	12	6	7	7	11		5	10	0	500	
8125	Reasville.	St. Petersburg.	Chas. M. Christler	do.	3	1	0	4	8	1	8	0	1		0	1	2	200	4,150
8126	Reasville.	Saltsburg.	Floyd F. Cassel	Twp.	2	0	1	6	9	1	2							310	1,25
8127	Reasville.	Saltsburg.	W. J. Zedman (1911)	do.	2	0	1	6	9	1	2							310	1,25
8128	Reasville.	Saltsburg.	W. J. Zedman	Dist.	3	1	1	1	6	3	8	5	9		4	0	6	600	1,200
8129	Reasville.	Sandy Lake.	J. B. Edwards	do.	3	2	0	12	9	3	6	5	13		5	13	3	150	20,800
8130	Reasville.	Saxon.	H. E. Seville	Twp.	3	3	0	4	7	2	3	0	0		5	4	3	325	25,300
8131	Reasville.	Liberty Township H. S.	L. Edwin De Launey	Dept.	3	3	0	17	32	11	27	13	23		13	28	2	200	10,100
8132	Reasville.	High School.	Irwin Beeshore	Twp.	3	2	0	3	5	1	3				3	4	0	250	11,000
8133	Reasville.	Graded High School.	R. G. Egolf	Dist.	1	0	5	5	5						0	3			

* Changed from 2-year to 3-year course since 1911.

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PENNSYLVANIA—continued.																				
8129	Schnecksville.....	North Whitehall Twp. H. S..	Twp.....	2	1	0	2	5	5	2	.....	.....	.....	.....	5	2	1	0	15	\$2,040
8130	Schuylkill Haven.	Mervin J. Wertman (1911).	Dist.....	3	3	0	12	10	15	7	5	9	.....	.....	5	9	.....	.....	590	25,700
8131	Sciota.....	E. P. Heckert.....	Twp.....	2	1	0	11	8	1	.....	.....	.....	.....	.....	1	1	.....	.....	15	
8132	Scottdale.....	John H. Kunkle (1911).	Dist.....	4	4	3	29	31	20	32	21	30	16	18	15	15	5	3	.....
8133	Scranton.....	W. M. Edwards.....	Dist.....	4	11	14	135	187	75	114	62	64	49	52	46	49	18	7	800	318,000
8134	do.....	Albert H. Welles.....	do.....	4	14	13	213	237	74	108	34	70	38	57	35	49	10	0	750	304,000
8135	Selinsgrove.....	Ronald P. Gleason.....	Dist.....	3	1	1	16	8	5	3	2	8	.....	.....	2	8	1	3	.....
8136	Sellersville.....	H. H. Weir.....	do.....	4	2	3	13	13	10	6	3	6	4	6	4	6	3	2	1,855	27,500
8137	Sewickley.....	H. W. Redf. Neuman.....	do.....	4	4	2	33	26	6	14	3	11	5	12	5	11	5	3	.....
8138	Shamokin.....	George E. Mack.....	Dist.....	4	6	6	74	71	55	66	48	50	34	52	29	32	7	4	1,000	85,000
8139	do.....	Charles F. Perry.....	do.....	3	4	0	18	22	14	16	4	8	.....	.....	3	6	.....	.....	50	31,000
8140	Sharon.....	W. F. Kase.....	Twp.....	3	4	5	53	57	39	44	23	34	24	21	20	2	1	1	2,500	65,000
8141	Sharon (R. F. D.).	W. D. Gamble.....	Twp.....	3	1	1	4	7	6	3	2	3	.....	.....	2	3	1	1	50	7,020
8142	Sharpville.....	Clarence W. Griggs.....	Dist.....	4	3	1	16	22	11	13	1	19	7	9	7	9	3	3	1,500	46,000
8143	Shenandoah.....	Wm. M. Johnston.....	Twp.....	2	1	0	10	9	10	6	.....	.....	.....	.....	10	6	2	3	75	4,000
8144	Shenfield.....	Earl Beschop.....	do.....	4	2	3	21	15	24	9	9	6	9	6	9	6	3	1	900	25,300
8145	Shick township.....	F. M. Glendenning.....	do.....	4	1	5	25	41	20	32	12	14	9	10	9	9	6	1	5,000	52,000
8146	Shimerville.....	James R. Lewis.....	Dist.....	3	1	0	9	6	4	2	0	3	.....	.....	0	3	0	1	600	9,500
8147	Shimerville.....	G. B. Crump.....	Twp.....	3	1	0	6	6	4	2	0	3	.....	.....	5	4	1	0	180	2,060
8148	Shinglehouse.....	Mervin J. Wertman (1912).	Dist.....	3	1	1	7	18	11	5	1	5	.....	.....	1	5	1	2	1,000	3,100
8149	Shippensburg.....	Lawrence J. Elkhney.....	do.....	4	1	3	23	16	18	14	11	12	8	10	8	10	1	4	300	30,500
8150	Shippensburg.....	E. R. Brunyate.....	do.....	2	1	0	6	4	2	3	.....	.....	.....	.....	2	3	0	1	.....
8151	Shoemakeraville.....	W. L. Updegraff.....	Twp.....	3	1	0	4	7	0	0	4	1	.....	.....	0	0	0	1	200	1,400
8152	Shunk.....	H. A. Heckman.....	do.....	3	1	0	1	4	0	0	4	2	3	.....	.....	1	2	70	2,500	
8153	Siegfried.....	David M. Soper.....	Dist.....	4	3	0	19	17	7	16	8	7	4	8	4	8	1	0	450	
8154	Sigel.....	H. W. Schlmer.....	Twp.....	2	2	0	10	7	3	3	2	.....	.....	.....	2	2	2	.....	3,000	
8155	Sinking Spring.....	J. J. Vander Vort.....	do.....	4	3	0	19	17	7	16	8	7	4	8	4	8	1	0	.....
8156	Slatington.....	A. C. Beckman.....	Dist.....	2	1	3	23	22	7	17	10	9	5	11	5	11	3	1	150	26,000
8157	Slatington.....	B. H. Weidman.....	Dist.....	4	4	1	23	22	7	17	10	9	5	11	5	11	3	1	250	26,000

Algo.	do.	Robert O. Burnham.	Dist.	2	1	0	5	8	9	7	6	7	300	1,200
Amherst.	do.	Stanley Bright.	do.	4	1	3	12	20	5	17	5	9	3	22,000
Amherst.	do.	Mrs. Jessie J. Ryan.	do.	3	1	0	5	3	5	3	8	0	10,000	
Amherst.	do.	C. P. Shorts.	do.	2	0	1	7	5	3	5	3	8	1	2,100
Amherst.	do.	Mrs. Sarah J. Brood.	Twp.	2	0	1	5	8	1	5	3	8	0	1,650
Amherst.	do.	H. M. Merritt	Dist.	4	2	3	13	14	2	12	4	10	1	2,000
Amherst.	do.	F. M. Jaquith	Twp.	3	2	0	4	12	4	4	2	0	0	5,325
Amherst.	do.	M. N. Hunt.	Dist.	3	2	0	14	4	5	6	11	12	0	100
Amherst.	do.	Harry E. Wolf.	Twp.	3	1	0	3	2	0	2	2	2	0	4
Amherst.	do.	M. A. A. Richards.	Dist.	4	5	0	25	4	13	15	18	10	14	3
Amherst.	do.	O. O. Saylor.	Dist.	3	1	8	16	7	5	3	6	3	0	300
Amherst.	do.	Roy E. Jensen.	Twp.	3	1	4	8	12	1	5	0	5	45	25,300
Amherst.	do.	W. C. Crawford.	Dist.	3	2	1	7	20	6	12	7	15	2	16,200
Amherst.	do.	Howard E. Kallay.	Dist.	3	1	3	21	25	14	13	8	7	0	81,000
Amherst.	do.	T. M. Weberbach.	Dist.	3	1	1	6	14	0	4	3	4	1	60
Amherst.	do.	Fred B. Cooley.	do.	4	1	1	2	11	4	2	4	1	0	80,800
Amherst.	do.	Thomas A. Boek.	do.	4	2	2	12	16	13	9	11	12	3	13,000
Amherst.	do.	J. F. Mitchell.	do.	4	1	0	6	6	0	5	4	5	0	10,000
Amherst.	do.	A. F. Long.	do.	3	1	0	6	4	0	5	4	5	0	20,900
Amherst.	do.	Ulysses A. Moyer.	Twp.	3	1	0	9	9	1	4	3	2	0	35,150
Amherst.	do.	J. Lee Tiffany.	do.	3	1	0	3	7	2	4	3	3	0	60
Amherst.	do.	James A. Kell.	do.	4	1	0	4	4	3	4	0	4	0	2,500
Amherst.	do.	B. Hugh Bottenhorn.	Dist.	4	2	10	10	10	6	7	7	5	1	300
Amherst.	do.	Charles R. Davis.	Dist.	4	6	33	43	40	31	28	18	14	10	2,150
Amherst.	do.	George R. Reimer.	Twp.	3	1	0	8	3	3	2	0	3	3	103,000
Amherst.	do.	Emmanuel E. Snyder.	Dist.	3	1	0	5	4	3	4	5	1	0	150
Amherst.	do.	Mrs. Laura R. Essick.	do.	3	0	1	5	3	1	1	1	1	0	3,300
Amherst.	do.	John F. Costello.	do.	3	1	0	6	0	1	18	2	2	2	0
Amherst.	do.	Ralph E. Schoener.	Twp.	3	1	0	6	0	1	4	2	2	2	15
Amherst.	do.	O. G. F. Bonnet.	Dist.	3	1	0	5	0	1	4	5	0	1	4,500
Amherst.	do.	George D. Uibel.	do.	3	1	0	5	1	2	4	7	6	8	200
Amherst.	do.	G. W. Wilbur Kelser.	do.	3	1	0	5	4	6	3	5	2	0	14,050
Amherst.	do.	R. D. Welch.	do.	3	1	0	2	5	2	7	2	5	3	25
Amherst.	do.	Charles C. Burch.	Twp.	3	1	0	2	5	4	4	1	0	0	5,000
Amherst.	do.	James F. Rhoads.	Summit Hill.	3	1	16	13	6	5	5	13	5	4	12,250
Amherst.	do.	Edgar N. Rhodes.	Dist.	4	6	56	55	52	48	23	26	25	28	60,500
Amherst.	do.	De Forest Bartoo.	Twp.	2	1	8	6	2	2	2	2	2	3	79,000
Amherst.	do.	A. A. Killian.	Dist.	4	1	3	8	12	3	8	1	8	1	50
Amherst.	do.	Wilmer A. Shoenberger.	do.	2	2	6	6	2	0	4	1	8	1	2,000
Amherst.	do.	B. Holmes Wallace.	do.	4	2	15	23	0	18	6	4	12	4	8
Amherst.	do.	L. Alden Marsh.	do.	4	2	2	6	10	10	6	2	2	2	100
Amherst.	do.	Albert W. Cornfort.	Dist.	4	2	11	45	8	11	2	11	2	3	200
Amherst.	do.	George W. Gulden.	do.	4	3	23	25	11	16	16	7	8	5	300
Amherst.	do.	W. A. Laning.	do.	4	5	29	47	21	49	22	12	25	4	55,000
Amherst.	do.	Wm. S. Robinson.	do.	3	3	7	9	10	2	5	0	0	3	50
Amherst.	do.	H. S. Withers.	Dist.	3	1	0	8	0	9	2	5	0	0	150
Amherst.	do.	John J. O'Hara.	do.	3	1	5	5	11	8	1	3	7	1	42,500
Amherst.	do.	Joseph S. Hughes.	do.	3	1	1	3	7	10	3	7	3	7	4,000

Changed from 3-year to 4-year course since 1911.

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PENNSYLVANIA—continued.																				
8205	Tionesta	F. W. Gill.	Dist.	3	3	0	6	11	3	7	7	5			5	5	3	250	\$6,400	
8206	Titusville	W. E. Van Wormer	Dept.	2	1	10	51	59	24	41	8	33	10	23	10	23	6	7	100	100,000
8207	Tobyhanna	Adam Ushafer	Twp.	4	2	1	5	7	0	3					0	2			5,300	
8208	Towanda	J. H. Humphries	Dept.	2	4	2	3	18	11	18	6	14	5	9	5	9	5	2	500	36,000
8209	Tower City	R. A. Thompson	Dist.	3	3	1	3	5	4	5	4	3	2	4	3	2	2	400	6,300	
8210	Townville	R. A. Winton	do.	2	2	0	10	14	6	12	5	6			5	6	3	2	400	3,300
8211	Transfer	T. E. McDougall	Twp.	2	2	0	2	2	3	4	4	5	2		3	6	1	1	40	3,300
8212	Tremont	Geo. S. Wolcott	Dist.	3	1	0	3	3	4	4	5	3			5	2			1,000	25,500
8213	Trevorton	I. H. Mauser	Twp.	3	2	0	13	8	5	5	9	10			7	1	4	0	800	50,300
8214	Troy	D. E. Croesley	Dist.	4	1	3	20	26	9	12	5	2	5	8	5	8	3	2	1,000	800
8215	Troy (R. F. D.)	Miss Frances M. Hull-lander	Twp.	3	0	1	2	6	3	2					2	2			800	12,100
8216	Trucksville	Thomas Carle, jr.	do.	2	1	0	7	13	1	10					0	8			130	7,200
8217	Tunkhannock	C. W. Hoover	Dist.	4	3	1	20	17	14	14	6	20	4	10	4	10	1	1	300	11,000
8218	Turtle Creek	H. W. Goodwin, A. M.	Dept.	3	3	3	26	39	23	18	13	36			12	34			200	40,600
8219	Tyrone	L. E. Holdner	do.	4	4	3	38	51	34	41	12	23	10	21	8	21			30	1,100
8220	Tyrone (R. F. D. 1)	Snyder Township H. S.	Twp.	3	1	0	7	7	4	4					4	4			25	1,100
8221	Tyrone (R. F. D. 1)	Charles O. Beery	do.	3	1	0	7	7	4	4					4	4			25	1,100
8222	Ulatas	Richard O. Lytle	do.	3	1	0	7	8	3	3	1	8			1	8			25	1,100
8223	Ulatas	F. R. Shingle	Dist.	3	1	1	7	8	10	8	6	1			5	1			25	1,100
8224	Union City	H. W. Brink	do.	4	1	1	7	8	4	6	0	2	3	2	3	2	2	2	300	7,000
8225	Unionville	S. C. Humes	do.	3	1	1	23	46	15	34	12	14	7	11	7	11			600	40,600
8226	Upper Darby	J. Clarence Caley	do.	3	1	1	7	8	6	3	1	6	1		5	1			60	12,000
8227	Utica	H. M. Mendenhall	Twp.	3	1	1	23	46	15	34	12	14	7	11	7	11			60	12,000
8228	Valley View	Merle W. Russell	do.	3	1	1	7	8	6	3	1	6	1		5	1			60	12,000
8229	Vandergrift	Lambert Spangane	Dist.	2	1	0	6	7	3	3					2	2			1	1800
8230	Vandergrift	J. W. Strong	Dist.	2	1	0	6	7	3	3					2	2			1	1800
8231	Verona	W. D. Hawk	do.	3	1	2	9	8	1	8	3	4			2	2			46	3,000
8232	Verona	Oscar C. Bole	do.	2	1	0	0	4	5	1	1				5	1			46	3,000
8233	Verona	Oscar P. Ballantine	do.	3	1	0	0	4	5	1	1				5	1			46	3,000

8233	Vadett.	Norman W. Leo.	do.	2	1	0	7	15	8	5	...	...	...	8	3	5	1	371	4,000		
8234	Williamsburg.	J. Howard Johnson	Twp.	2	1	1	10	15	4	4	...	...	...	3	4	1	1	100	15,300		
8235	Wampum.	John C. Syling	Dist.	2	1	1	10	15	4	4	...	...	...	3	4	1	1	100	15,300		
8236	Warren.	George W. Cole.	Twp.	3	2	2	14	23	7	9	8	7	3	4	0	1	1	155	15,000		
8237	Warren Centre.	DeForest Brant.	do.	3	1	1	3	3	5	5	...	...	...	0	3	...	...	50	2,300		
8238	Washington.	F. W. Gorman.	do.	2	1	1	3	3	5	5	...	...	...	0	3	...	...	50	2,300		
8239	do.	Howard L. Trussell.	Dist.	4	3	14	79	98	48	22	48	12	45	5	20	1	10	500	184,500		
8240	do.	George W. Gilmore.	Dist.	4	1	2	20	15	3	11	11	0	4	12	0	10	500	25,500			
8241	Watertown.	W. A. Hixox.	do.	4	1	2	5	10	5	3	4	8	4	5	2	2	300	15,300			
8242	do.	J. I. Martin.	do.	4	0	1	5	1	4	4	4	4	4	2	3	1	0	500	12,000		
8243	Waukegan.	Miss Jessie Butler.	do.	3	1	1	6	11	2	2	4	6	...	...	...	...	...	500	12,000		
8244	Wayne.	W. D. Watkins.	Twp.	3	1	7	20	28	19	21	14	11	8	6	6	2	1	0	200	80,500	
8245	Waynesboro.	Ira W. Shuck.	do.	3	1	0	19	26	12	15	14	16	0	0	...	...	...	...	...	...
8246	Waynesburg.	Norman L. Glasser.	Dist.	4	1	3	19	26	12	15	14	16	0	0	...	...	...	...	...	...
8247	Weatherly.	W. I. Cochran.	do.	3	2	0	16	18	6	16	7	4	0	4	...	...	...	...	...	...
8248	West.	Fred J. Zechman.	Twp.	3	2	0	16	18	6	16	7	4	0	4	...	...	...	...	...	...
8249	Westboro.	Henry E. Roesly.	Dist.	4	3	2	23	34	18	21	6	17	9	20	8	10	3	4	500	31,500	
8250	West Chester.	William A. Stricker.	Twp.	3	1	0	2	3	4	3	1	4	3	...	...	...	...	...	...	...
8251	West Chester (R. F. D. 1).	Miss Jane Perry.	Dist.	3	0	2	3	4	1	4	1	6	0	0	...	...	...	...	...	...
8252	West Chester.	D. H. Krise.	do.	4	0	2	6	7	4	2	4	2	4	...	...	...	...	...	...	...
8253	West Chester.	Oren J. Barnes.	Dept.	4	6	8	60	61	46	58	28	41	23	32	22	31	13	13	2,000	129,000	
8254	West Chester (R. F. D. 2).	W. Roy Diam.	Twp.	2	1	1	2	4	4	4	...	...	...	...	...	...	...	...	2,150	10,000	
8255	West Chester.	T. J. Steltz.	Dist.	3	1	1	7	13	10	10	7	12	...	...	...	2	2	1	1	400	10,000
8256	West Conshohocken.	Chas. R. Young.	Twp.	2	1	0	4	8	9	4	...	...	...	...	...	9	4	3	2	50	1,500
8257	West Fairview.	Herbert Grant.	Dist.	4	1	2	14	11	2	4	4	1	1	6	...	...	...	...	...	...
8258	Westfield.	Albert M. Hinkel.	do.	3	1	1	4	12	4	8	2	7	...	...	...	2	7	0	2	150	3,500
8259	West Grove.	Howard C. Snyder.	do.	3	1	0	7	7	4	2	2	6	...	...	...	2	6	0	2	150	3,500
8260	West Leesport.	H. E. McConnell.	do.	3	1	1	9	4	9	6	4	5	...	...	...	3	4	3	0	25	10,000
8261	West Middlex.	J. S. Hart.	do.	3	1	2	12	17	5	15	2	3	...	...	...	2	9	1	1	300	1,150
8262	West Newton.	H. Keiper.	Twp.	3	1	0	2	1	3	4	2	3	...	...	...	2	3	...	...	...	...
8263	West Point.	Rudolph Peterson.	do.	2	1	0	4	2	1	8	1	8	...	...	...	1	7	...	...	...	...
8264	Westport.	Charles B. Cross.	do.	4	1	1	5	6	3	6	1	8	3	2	2	1	0	300	3,700		
8265	West Springfield.	John B. Ehrhart.	Dist.	3	1	1	4	11	5	6	3	7	...	...	...	3	7	...	...	...	...
8266	White Haven.	F. E. Howell.	do.	3	1	0	5	5	5	2	4	0	...	...	...	0	5	...	...	...	...
8267	White Mills.	A. H. Shumbaugh.	Twp.	3	2	0	4	10	6	10	7	1	...	...	...	3	1	2	1	400	7,100
8268	Wiconisco.	Ross A. Snyder.	do.	4	1	1	2	8	5	1	0	5	3	5	...	...	...	...	...	...	...
8269	Wilkes-Barre.	Jacob P. Bredinger.	Dept.	18	18	187	187	149	155	116	142	103	134	63	99	19	4	400	25,000	257,172	
8270	Williamsburg.	W. C. Graham.	do.	4	12	7	81	71	59	89	40	55	35	48	24	29	9	8	500	426,000	
8271	Williamsburg.	E. Edward Bender.	Dist.	3	1	1	5	7	5	8	0	3	...	...	...	0	2	...	...	...	...
8272	Williamsburg.	M. J. Bullard.	do.	3	1	1	12	123	58	93	52	36	32	38	36	58	17	6	...	...	...
8273	Williamsport.	Charles D. Ream.	Dept.	2	4	3	0	20	17	18	13	10	7	6	7	5	5	3	300	22,400	
8274	do.	David F. Deiter.	Dist.	4	3	0	18	17	18	13	10	7	6	...	...	...	...	...	...	...	...
8275	Williamsport.	F. D. Keboch, M. Pd. (1911).	do.	3	1	0	5	15	4	6	8	12	...	...	...	3	3	1	0	500	5,500
8276	Williamsport.	Herbert S. Deitler.	Twp.	3	1	0	5	1	5	1	4	4	...	...	...	3	3	1	0	500	3,000
8277	do.	Herman S. Alshouse.	Dist.	3	2	2	4	18	5	10	4	3	...	...	...	1	3	1	3	225	34,000
8278	Willow Grove.	do.	do.	3	2	2	4	18	5	10	4	3	...	...	...	1	3	1	3	225	34,000
8279	Wilmore.	do.	Dist.	3	1	0	3	2	2	1	4	2	...	...	...	4	2	1	1	35	4,150

* Changed from 2-year to 3-year course since 1911.

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PENNSYLVANIA—continued.																				
8280	Winburne.....	J. E. Clark.....	Twp.....	3	1	0	6	3	2	6	6	2			6	2	1	0	150	\$30,750
8281	Windber.....	W. W. Lontz.....	Dept.....	4	3	0	9	14	3	5	5	8	5	1	5	1	3	1	600	2,000
8282	Windgap.....	G. B. Kunkle, M. S.....	Dist.....	2	1	0	3	2	1	7					1	7	1	0	120	11,000
8283	Wind Ridge.....	Frank Field.....	Twp.....	3	1	1	7	8	7	9	4	5			4	5	2	2	64	2,800
8284	Windsor.....	C. G. Grim.....	Dist.....	3	1	0	1	5	4	3	4	1							75	10,500
8285	Womelsdorf.....	William H. Mattes.....	do.....	3	2	0	9	3	6	5	1	6			1	6	1	2	700	10,500
8286	Worrester.....	H. G. Allebach.....	Twp.....	2	1	0	8	7	6	2					5	2	1	0	1,500	14,150
8287	Wrightsville.....	H. L. Esleman.....	Dist.....	3	1	1	5	4	0	10	0	3	1	3	1	3	1	2	50	4,200
8288	Wyatusing.....	Calder B. Bressler.....	do.....	4	1	1	5	3	5	5	8	7	9	4	3				300	26,000
8289	Wyoming.....	J. H. Shaw.....	do.....	4	1	1	7	4	0	6					0	6			103	
8290	Yarley.....	Edward E. Ross.....	do.....	2	1	1	7	4	2	2					2	1	2	0	12	8,000
8291	Yatesboro.....	S. S. Shearer.....	do.....	2	1	0	6	14	2	6	7	5	0	4	11	4	3		877	4,900
8292	Yeastown.....	James E. Clark.....	Twp.....	4	1	2	9	23	6	0	5				0				150	5,135
8293	Yoe.....	A. P. Weaver.....	Dist.....	2	1	0	8	4	0	6									265,000	
8294	York.....	C. E. Pennybacker.....	Dist.....	4	10	8	122	127	84	66	61	66	33	43	32	40				9,500
8295	York (sub. 3).....	W. A. Conway.....	Dept.....	3	2	0	14	10	1	7	6	1	4	6	6	1	3	1		25,800
8296	Youngville.....	Frank B. Hehman.....	do.....	4	1	2	6	13	6	5	2	6	4	6	4	6			5	5,025
8297	Youngwood.....	C. F. Maxwell.....	do.....	3	2	0	5	3	4	6	2	5			2	5	2	5		
8298	Zellenople.....	Frank A. McClung.....	do.....	4	1	1	10	10	8	6	3	7	4	9	4	9	2	3	200	
RHODE ISLAND.																				
8300	Ashaway.....	Albert B. Crandall.....	Twp.....	3	1	1	3	2	4	5	0	4			0	4			325	16,050
8301	Barrington Center.....	William F. Miner, A. Supt.....	Dist.....	4	1	2	10	9	4	8	1	5	4	4	3	4	2	1	244	1,000
8302	Block Island.....	Fred L. Sawyer.....	Twp.....	4	1	1	8	6	8	7	2	1	4	4	3	2	0	0	25	1,700
8303	Bristol.....	Arthur L. Williams.....	do.....	4	2	5	18	24	15	13	9	18	7	8	5	7	1	0	900	263,000
8304	Central Falls.....	William Overton.....	Dept.....	3-4	3	3	24	20	22	24	12	19	5	3	5	10	0	2	450	35,800
8305	East Providence.....	Harold M. Dean.....	Twp.....	4	3	7	47	67	20	35	19	33	16	31	8	17	7	0	600	102,000

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SOUTH CAROLINA—continued.																				
8361	Columbia (R. F. D. 1).	Hyatt Park H. S.	County.	4	1	3	10	13	5	7	11	17	14	10	6	4	6	4	500	\$10,500
8362	Cross Anchor.	W. M. Melton.	Dist.	4	2	0	5	7	3	3	0	0	0	5	1	5	1	3	85	7,958
8363	Cross Hill.	Glenn Parrott, supt.	County.	3	4	2	19	17	17	14	10	17	6	14	2	4	2	3	200	7,000
8364	Darlington.	Nathan Toms.	Dist.	4	2	2	10	9	4	3	5	6	3	4	2	3	2	8	5,500	18,125
8365	Denmark.	H. A. C. Walker, supt.	do.	4	2	2	10	6	5	10	4	6	3	10	3	8	3	8	400	20,000
8366	Dillon.	A. C. Gentry.	do.	4	2	1	12	12	7	11	4	4	4	4	4	4	4	4	400	3,700
8367	Due West.	S. C. Rabb.	do.	3	2	0	17	10	9	6	2	8	4	4	5	1	1	0	400	22,000
8368	Easley.	R. C. Burris.	County.	3	2	1	12	10	9	6	2	8	4	4	5	1	1	0	300	8,645
8369	Eastover.	Chas. B. Hanna.	Dist.	3	1	0	0	8	2	5	0	2	0	0	0	0	0	0	50	5,025
8370	Edenboro.	Joe P. Moore.	County.	3	1	0	0	4	0	5	0	2	0	0	0	0	0	0	50	2,000
8371	Ellerbe (R. F. D. 2).	W. S. Whitaker (1912).	Twp.	3	1	1	0	9	3	9	0	3	2	3	1	3	1	0	150	4,050
8372	Ellerbe.	Tillman Shealy.	Dist.	3	1	0	0	2	9	0	3	2	4	3	2	3	1	0	15	1,500
8373	Fairfax.	B. C. Monroe.	do.	3	1	0	4	7	7	5	2	4	6	2	1	1	1	4	7,000	2,500
8374	Fairforest.	J. B. Johns.	Twp.	3	1	1	23	15	13	4	2	20	5	5	11	29	6	100	4,500	2,000
8375	Florence.	H. A. Brunson.	Dist.	3	2	1	25	35	9	24	6	12	20	5	0	4	0	4	75	15,700
8376	Fort Mill.	F. Mason, supt.	Dist.	3	1	1	15	13	13	4	6	7	4	6	4	7	7	0	125	25,020
8377	Fountain Inn.	H. B. Dominick, A. M.	County.	1	3	2	22	30	19	24	6	12	8	8	3	4	2	30	7,250	1,625
8378	Gaffney.	Will Beck.	Dist.	3	1	1	10	18	9	16	6	11	6	10	2	5	1	4	430	1,625
8379	Georgetown.	W. S. Whitaker (1911).	County.	3	2	1	16	4	4	6	7	11	6	0	0	0	0	0	0	1,000
8380	Gray Court.	J. B. Beck.	Dist.	3	1	1	2	0	1	5	0	0	0	0	0	0	0	0	500	3,100
8381	Gray.	J. C. Martin.	Dist.	3	2	1	28	28	27	28	13	6	0	0	11	6	4	1	265	4,900
8382	Greenville.	W. S. Whitaker (1911).	County.	3	2	1	10	17	5	6	2	3	2	2	3	2	2	2	100	2,000
8383	Greenville (negro).	V. W. Heard.	Dist.	3	1	0	14	14	14	14	5	6	2	2	3	2	2	2	200	7,000
8384	High School.	R. H. Holliday, supt.	do.	3	1	0	10	17	5	6	2	3	2	2	3	2	2	2	200	7,000
8385	Irith Spring.	J. A. Scales, supt.	Dist.	3	1	1	7	19	5	6	2	3	2	2	3	2	2	2	200	7,000
8386	Hickory Grove.	R. H. Koon.	do.	3	1	1	7	19	5	6	2	3	2	2	3	2	2	2	200	7,000
8387	Holly Hill.	C. F. Weisinger.	do.	3	1	1	6	4	4	4	4	4	4	4	4	4	4	4	200	7,000
8388	Indian.	K. R. Schoenberg.	do.	3	1	1	6	4	4	4	4	4	4	4	4	4	4	4	200	7,000
8389	Iva.	K. R. Schoenberg.	do.	3	1	1	6	4	4	4	4	4	4	4	4	4	4	4	200	7,000

Adm.	School	County	Dist.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
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¹ Value of building and grounds not given.

¹ Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates prepared for college.		Volumes in library.	Value of property		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SOUTH CAROLINA—continued.																				
8430	Summerville.....	High School.....	Dist.....	4	1	4	11	10	7	1	2	3	3	3	3	3	3	200	1,700	
8431	Sumter.....	Geo. H. Webber.....	Dept.....		3	3	36	23	27	29	32	22			31	22	20	15	2,500	60,000
8432	Swansea.....	S. H. Edmunds, supt.....	Dist.....	3	3	4	4	5	3	0	1						0	1	0	3,300
8433	Taylors.....	Jas. W. Drake.....	Twp.....	4	0	1	4	3	0	2	3	4	1	0	1	0	1	2	234	2,500
8434	Timmons ville.....	Mrs. Mattie Bryant.....	Dist.....	3	2	1	12	11	8	6	1	2	2		1	2	1	2	50	24,600
8435	Timmons ville (R. F. D. 6).....	Wm. C. Herbert.....	do.....	3	1	1	6	6	9	7	2	3			2	3	2	3	50	7,100
8436	Townville.....	R. F. Morris.....	do.....																	
8437	Travellers' Rest.....	J. J. M. Payne.....	Twp.....	3	2	0	5	10	8	7	0	3			0	2	0	2	80	3,500
8438	Turbeville.....	M. D. Fulmer.....	Dist.....	3	1	0	6	7	5	8	1	2			1	2	1	2	135	2,150
8439	Union.....	Jas. D. Simpson.....	do.....	3	1	0	6	4	0	0	1	4			0	2	0	1	250	2,200
8440	do.....	S. L. Duckell.....	Dept.....	3	1	2	9	11	5	10	4	9			3	7	3	4	350	40,200
8441	Union (R. F. D. 2).....	A. A. Sims.....	Twp.....	2	1	1	4	12	3	9					0	7	0	2	7,150	
8442	Varnville.....	W. C. Pitts.....	Dist.....	2	1	0	9	7	1	4	5				0	3	1	2	80	1,800
8443	Venters.....	J. C. Burdette.....	do.....	3	1	1	7	8	6	2	0	5			0	0	5	0	12,680	
8444	Wagner.....	R. S. Major.....	do.....	3	1	0	9	7	5	12	3	9			0	2	0	3	3,100	
8445	Walhalla.....	B. B. Earle.....	do.....	3	1	2	6	20	3	12	3	9			1	6	1	3	2,300	
8446	Waterboro.....	H. W. Oague.....	do.....	3	1	0	6	8	3	7	2	9			1	2	1	0	12,000	
8447	Waterloo.....	Hugo G. Sheridan.....	do.....	3	1	2	2	2	5	7					1	0	1	0	50	4,000
8448	Wedgetield.....	A. W. Bradley.....	do.....	3	1	0	4	1	2	1	1				1	1	1	0	50	4,000
8449	Westminster.....	W. S. Lykes, Jr.....	do.....	3	2	1	17	21	5	17	2	4			2	7	2	6	73	20,300
8450	Westminster (R. F. D. 3).....	W. C. Taylor.....	do.....	3	2	0	3	6	2	4	2	4			1	0	1	0	125	980
8451	White Hall (R. F. D.).....	M. M. Crowther.....	do.....	3	1	1	4	5	2	2	0	5			0	4	0	0	75	3,300
8452	Whitmore.....	T. V. Farrow, supt.....	do.....																	
8453	Williamston.....	R. F. Mood.....	Twp.....	4	1	0	7	4	5	5	0	1	0	0	0	0	1	3	76	7,000
8454	Williston.....	G. S. Gooddon.....	County.....	3	1	1	8	5	9	4	1	5			1	5	0	1	552	8,900
8455	Windsboro.....	F. Parker.....	Dist.....	3	1	1	5	4	7	3	0	9			0	9	0	2	150	3,300
8456	Woodruff.....	J. H. Thomwell.....	do.....	4	2	1	10	13	6	15	2	5	0	9	0	9	0	6	800	26,300
8457	Woodruff.....	Burton Hicks.....	County.....	3	1	2	9	15	6	18	4	3			2	2	1	1	224	26,144

Yorkville do.	Graded School (negro). High School.	Frank H. Neal N. E. And.	Dist. do.	3	1	0	4	1	5	0	13	3	2	6	9	7	0	4	3	50	1,250
SOUTH DAKOTA.																					
Abertown.	High School.	Jos. T. Glenn.	Dept.	4	6	7	31	66	32	42	25	21	6	29	8	24	0	1	1,530	60,000	
Alcower.	do.	Ora L. Garner.	Dist.	4	1	4	12	19	10	12	0	8	0	2	0	2	0	1	200	10,800	
Alexandria.	do.	Miss Bessie Van Denburgh.	do.	4	0	4	13	19	10	13	0	8	0	6	0	6	1	1	300	1,100	
Alpena.	do.	Will Brownell.	do.	3	1	1	3	6	2	4	1	5			0	5	0	3	188	3,750	
Andover.	do.	Stanley D. Olson, supt.	do.	4	1	1	10	2	9	1	2	2	2		0	2	0	1	500	20,000	
Arlington.	do.	T. L. Jones, supt.	do.	4	1	3	16	15	5	2	6	4	4	0	4	0	3	0	300	10,000	
Armour.	do.	A. L. Olson.	do.	4	2	2	8	11	4	10	0	4	6	6	6	1	3	1,000	4,350		
Artesian.	do.	J. C. E. Jacot.	do.	4	1	1	10	11	4	9	0	1	0	1	0	0		339	5,050		
Ashton.	do.	J. W. Whiting.	do.	3	1	0	4	2	3	1	1	1			1	1	0		300	10,100	
Beresford.	do.	T. E. Beyer.	do.	4	1	3	8	17	3	15	6	3	7		3	7	1	1	500	80,800	
Big Stone City.	do.	H. C. Souder, supt.	do.	4	1	1	11	13	7	9	4	3	2	10	2	8	2	4	300	80,800	
Blunt.	do.	C. L. Schuler.	do.	2	1	1	3	4	0	5	0	3			1	0	0	0	350	6,000	
Bonesteel.	do.	F. L. Bollen.	do.	3	2	0	3	4	0	2	1	0	3		0	3	0	1	300	4,000	
Bowdle.	do.	Miss Clara J. LaRue.	do.	4	1	0	1	8	1	0	0	4	0	1		0	0		260	7,000	
Bradley.	do.	Miss Gertrude Tripp.	do.	3	4	0	2	1	8	1	0	0	0		0	0	0		77		
Brentford.	do.	J. B. Hartig.	do.	3	1	0	5	7	0	0	0	1	0		0	1	0	1	200	5,000	
Bridgewater.	do.	Geo. E. Myers.	do.	3	1	1	3	7	1	0	0	3	0		0	0	0		702	31,000	
Bristol.	do.	Louis I. Bredyold.	do.	4	1	1	7	4	8	6	3	3	0		0	0	0		100	12,100	
Britton.	do.	George I. Bugbee.	do.	3	1	1	3	7	1	3	3	1	0		0	0	0		200	21,000	
Brookings.	do.	Ralph L. Putty.	do.	4	2	1	8	16	5	7	5	13	6	3	6	3	4	2	5,000	76,400	
Bryant.	do.	James W. Ault.	do.	4	2	1	24	22	17	35	17	27	9	19	9	19	9	17	2,000	19,200	
Canistota.	do.	James C. Paak.	do.	4	1	1	6	10	1	2	2	1	1	3	1	3	1	2	850	25,800	
Carlisle.	do.	G. C. Foman.	do.	2	1	0	6	2	1	6	2	1	6		2	0	0		700	25,800	
Castlewold.	do.	Paul W. Wetzel.	do.	4	1	1	8	6	2	7	1	2	2		2	0	0		450	20,000	
Centerville.	do.	Miss Clara B. Ronne.	do.	4	1	1	3	9	1	1	0	2	3	0	0	2	0		350	6,550	
Chamberlain.	do.	J. F. Karns.	do.	4	1	1	3	11	10	9	7	14	4	10	4	10			1,080	35,000	
Clark.	do.	J. F. Hattberg.	do.	3	1	1	2	11	2	8	5	8			8	5	3	1	800		
Clarksburg.	do.	J. F. Hattberg.	do.	4	1	1	2	10	18	4	20	6	11	2	9	2	9	0	1	800	
Clear Lake.	do.	C. G. St. John.	do.	2	1	0	8	10	6	9	0	5	1	3	1	3	1	3	150		
Colman.	do.	Lee Stevenson.	do.	4	1	0	6	3	2	5	0	2	1	4	1	0	4	1	320	25,400	
Conde.	do.	L. W. Martyn.	do.	3	1	0	6	10	4	4	1	0	2		1	4	1	1	320	25,400	
Conde.	do.	O. R. Forsman.	do.	3	1	0	0	7	3	2	1	0	1		0	1	0	1	300	6,500	
Custer.	do.	Arthur H. Van Horne.	do.	3	1	1	10	15	4	8	4	1			0	1	0	3	572	2,800	
Dallas.	do.	W. L. Duntun.	do.	3	1	1	8	6	1	4	0	4			0	3	0	3	75	2,800	
Deadwood.	do.	Alexander Strachan.	Dept.	4	3	4	25	40	19	36	6	19	6	16	4	7	3	5	3,811	65,000	
Dell Rapids.	do.	U. S. Earls.	Dist.	4	2	2	9	16	5	6	7	5	3	4	3	0	3	0	400	50,500	
De Smet.	do.	A. B. Rich.	do.	4	1	2	7	15	3	6	6	2	1	2	0	6	9	0	2	1,400	21,000
Doland.	do.	Clarence Clemenson.	do.	4	2	1	5	8	5	8	2	6	2	0	2	0	2	0	400	21,000	
Egan.	do.	F. A. Geller.	do.	3	1	0	6	2	3	6	0	2			0	2	0	2	700	7,800	
Elk Point.	do.	W. A. Devo.	do.	4	1	4	10	17	5	15	2	10	7	9	5	2	3	3	1,524	15,400	
Elkton.	do.	Miss Florence E. Hanna.	do.	4	1	2	5	10	5	13	1	3	2	7	2	5	1	3	1,500	17,500	
Estelline.	do.	Harry L. Smith.	do.	2	1	0	5	4	2	5	3				2	5	0	1	600	5,000	
Ethan.	do.	H. E. Hawkins.	do.	2	1	0	2	7	1	3					1	2			125	9,225	
Eureka.	do.	C. W. Gruver.	do.	2	3	1	4	4	4	2	1								855	26,800	
Fairfax.	do.	D. Frank Adams.	do.	2	2	1	0	4	6	2	2								194	4,000	

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates in paired college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
SOUTH DAKOTA—continued.																					
8503	Flandreau.....	Miss Mary C. Smith.....	Dist.....	4	1	4	14	26	6	13	3	12	4	12	4	12	2	4	2,036	\$15,750	
8504	Fort Pierre.....	G. E. Sperbeck.....	do.....	4	2	1	5	12	10	3	8	4	4	7	3	6	3	2	500	35,250	
8505	Frederick.....	W. J. Cody.....	do.....	2	1	0	4	4	3	7					3	7	2	3	300		
8506	Garden City.....	Thomas Simpson.....	do.....	3	1	0	3	6	0	3					0	2			120		
8507	Garretson.....	R. S. Goodhue.....	do.....	4	2	1	5	3	3	4	5	11	1	2	1	2	1	0	278	20,200	
8508	Gary.....	Miss Alice L. Travers.....	do.....	4	0	1	4	7	1	1	0	1	0	0	0	0			150	10,000	
8509	Gayville.....	Arthur H. Nusterman.....	do.....	4	1	1	1	2	3	0	3	2	1	8	1	8	1	8	527	1,500	
8510	Geddes.....	H. S. Stein.....	do.....	4	1	1	5	7	0	6	2	2	1	3	1	3	0	3	240	10,125	
8511	Gettysburg.....	O. E. Combellick.....	do.....	4	1	1	6	13	8	9	1	2	0	3	0	3	0	2	950	18,000	
8512	Groton.....	Alfred C. Bolstad.....	do.....	4	1	3	4	12	7	6	6	11	5	5	5	5	1	1	1,300	3,800	
8513	Harrisburg.....	Miss Ethel H. Kingsford.....	do.....	4	0	1	1	1	1	2	0	3	0	2	0	2	0	1	207	10,500	
8514	Hartford.....	Arel B. Ward.....	do.....	4	1	1	6	9	5	5	1	3	4	2	4	3			418		
8515	Hecia.....	R. E. Hawkins.....	Twp.....	4	1	2	6	8	6	4	4	9	2	2	2	2	1	1	450	10,700	
8516	Henry.....	E. C. Meadowcroft.....	Dist.....	2	1	0	2	8	0	5					0	5			550	8,700	
8517	Herrick.....	Chas. A. Manville.....	do.....	3	1	0	4	5	1	4					1	4	0	2	125	6,200	
8518	Holland.....	Robert E. Jack.....	do.....	3	1	0	4	7	2	5	1	2	0	2	1	2	0	0	300	5,108	
8519	Holmes.....	G. W. Courts, ant. man.	Twp.....	4	1	1	11	15	7	2	7	0	3	0	2	0	2	1	190	800	
8520	Hot Springs.....	Miss Frances C. Hartman.....	Dist.....	4	1	2	11	15	7	2	7	6	5	4	5	4	3	1			
8521	Howard.....	H. R. Good.....	do.....	4	1	2	7	13	7	4	3	6	3	3	3	3	3	0	300	20,800	
8522	Humboldt.....	Miss Maude K. Mathews.....	do.....	3	0	1	2	3	0	5					0	0			85	8,080	
8523	Hurley.....	Miss Isabelle Willcox.....	do.....	4	1	2	7	8	5	13	3	4	0	1	0	1	0	1	480	15,809	
8524	Ipswich.....	Chas. W. Morrison.....	do.....	4	3	0	4	8	1	11	3	7	1	5	1	5	0	0	560	6,809	
8525	Iroquois.....	A. H. Seymour.....	do.....	4	1	1	6	6	1	3	5	2	0	0					600	6,008	
8526	Java.....	C. G. Lundquist.....	do.....	2	1	0	4	5	0	1					0	0			462	1,100	
8527	Kimball.....	Adam F. Roblinger.....	do.....	3	1	0	3	5	2	5	0	1			0	0	1	0	700	30,000	
8528	Lake Preston.....	Alvin H. Hansen.....	do.....	4	2	2	12	15	7	10	8	14	4	7	4	7	3	5	1,312	21,000	

[illegible]

Changed from 3-year to 4-year course since 1911.

Changed from 2-year to 3-year course since 1911.

¹ Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SOUTH DAKOTA—continued.																				
8576	High School.	G. D. Hargrave.	Dist.....	4	3	2	10	20	10	15	5	15	9	8	9	8	2	4	2,500	\$4,500
8577	do.	P. H. Walsh.	do.....	4	1	1	5	5	1	4	2	3	1	3	1	3	1	2	300	3,300
8578	White Lake.	C. W. Crossman.	Twp.....	13	1	1	5	6	1	5	0	0	0	0	1	4	0	0	246	5,400
8579	White Rock.	Emil Lange.	Dist.....	3	1	0	3	3	4	2	0	0	0	0	0	0	0	0	299	6,800
8580	Willow Lakes.	Mrs. A. J. Fox.	do.....	4	1	2	8	7	4	4	4	5	4	3	4	3	2	3	357	20,180
8581	do.	Paul C. Skorupinski (1911).	do.....	4	1	1	4	4	3	3	3	4	3	2	3	2	0	0	430	6,500
8582	do.	Edward I. Cook.	Dept.....	4	3	3	12	28	10	25	8	18	10	14	10	14	6	7	300	33,000
TENNESSEE.																				
8583	High School.	John J. Hendrickson.	Dist.....	2	1	1	3	7	3	9	7	9	5	4	3	9	0	0	200	5,000
8584	do.	J. W. Douglass.	County.....	4	1	1	8	7	6	5	7	9	5	4	5	4	5	1	125	5,000
8585	Triune High School.	G. M. Marshall.	Dist.....	4	1	0	3	14	6	1	1	0	0	0	0	0	0	0	70	7,100
8586	Cheatham County H. S.	Z. A. McConico.	County.....	4	2	2	31	27	6	12	8	12	1	5	1	4	1	2	2,873	12,300
8587	McMinn County H. S.	M. R. M. Burke.	do.....	3	3	4	50	70	11	18	7	6	2	0	3	5	2	2	300	8,400
8588	High School.	H. M. Harton.	do.....	4	1	1	4	3	4	0	2	0	2	0	0	0	0	0	0	0
8589	do.	B. P. Smith, A. B.	Dist.....	4	1	1	5	8	6	7	4	3	0	0	0	0	0	0	0	0
8590	Academy and Teachers' Normal School.	H. D. Fetter, A. M.	do.....	2-4	2	0	6	8	0	0	0	0	0	0	0	0	0	0	300	2,100
8591	Bluff City.	A. Watson Carmack.	County.....	3	1	1	10	15	5	7	5	7	0	0	2	3	1	2	0	0
8592	Holtzner Institute.	Chas. Mason.	Dist.....	4	1	1	6	12	4	0	4	2	2	0	0	0	0	0	60	15,400
8593	do.	P. B. Barnes.	Dept.....	3	1	4	44	50	13	27	13	20	3	4	8	18	0	0	1,000	36,000
8594	Brownsville.	Charles W. Anderson.	County.....	4	1	3	15	28	6	16	6	12	3	4	3	2	0	0	15	16,000
8595	do.	J. R. Gloster.	do.....	4	1	1	2	3	0	0	2	0	2	0	2	0	1	0	100	3,200
8596	do.	R. T. Strickland.	do.....	4	1	1	2	4	3	0	3	4	6	3	3	3	1	2	185	3,560
8597	do.	B. D. Johnson.	Dist.....	4	2	0	18	15	7	12	0	0	0	0	0	0	0	0	257	3,125
8598	Benton Seminary.	Charles T. Wyatt.	County.....	4	2	2	3	6	7	10	8	3	1	3	1	3	1	1	200	5,000
8599	Cedar Hill.	do.	do.....	4	2	2	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
TENNESSEE—con.																						
8845	Jackboro.	High School.	County.	3	2	1	29	45	6	0	2	0			2	0	2	0	60	\$3,000		
8846	Jackson.	South Jackson H. S. (negro).	Dept.	2	2	1	4	37	1	12	3	12			0	12	0	0	170	4,800		
8847	Jamestown.	High School.	County.	3	2	0	11	5	6	3	0	0			0	0	0					
8848	Jasper.	Marion County H. S.	do.	4	3	2	63	70	5	6	0	2	0	0					200	40,500		
8849	Jellison.	High School.	do.	3	1	1	7	16	8	8	3	8			3	8	3	6	250	20,110		
8850	Jonesboro.	do.	Dist.	3	1	2	4	8	8	11	2	10			1	6	0	4	0	15,500		
8851	Jonesboro (R. F. D. 4).	Boon's Creek H. S.	County.	4	1	1	10	12	0	2	1	4	0	0								
8852	Jonesboro (R. F. D. 9).	Sulphur Springs H. S.	do.	3	1	2	4	6	6	5	3	4			3	2	3	0	1,200	10,200		
8853	Kington.	Roane County H. S.	do.	4	2	1	6	7	5	6	4	6	4	1	4	1	1	0	40	3,000		
8854	Kitticon (R. F. D. 1).	Higgins Chapel H. S.	Dist.	4	1	1	2	5	3	5	3	4	0	0					213	3,500		
8855	Knarville.	Austin High School (negro).	Dept.	3	2	1	15	25	8	19	9	11			7	11			600	20,000		
8856	do.	High School.	do.	4	7	13	125	178	94	125	40	65	20	5	15	16			2,000	158,000		
8857	do.	South Knoxville H. S.	County.	4	1	2	7	30	2	10	3	2	0	0	0	3	0	3	50	7,700		
8858	Lawrenceburg.	do.	do.	4	4	2	48	62	28	32	10	7	4	1	4	1	2	0	233	33,500		
8859	Lebanon.	High School.	County.	2	2	1	21	30	12	24					12	21	5	12	500	20,000		
8860	Lenoir.	do.	do.	4	3	1	82	24	19	31	6	10	0	4	0	4	0	3	500	27,000		
8861	Lewisburg.	do.	Dist.	3	2	0	6	14	5	0	6	6			3	5	2	0	10,500	6,000		
8862	Lewisburg (R. F. D. 2).	Mooreville Training School.	do.	4	2	2	25	10	15	10	5	10	0	0					110			
8863	Lookout Mountain.	High School.	do.	4	1	0	5	6	2	3	0	1	0	1	0	1	0	1	500	20,000		
8864	Loudon.	do.	County.	4	1	1	8	12	3	6	1	0	0	0	0	0	0		50	3,775		
8865	Loudonville (R. F. D. 6).	Campbellville School.	Dist.	2	1	0	5	12	0						0	0				2,175		
8866	McKenzie.	High School.	do.	3	1	1	12	16	4	7	2	1			2	1	1		300	8,500		
8867	Madisonville.	Monroe County H. S.	County.	4	3	3	20	26	7	8	3	7	1	2	1	2	1	1	100	15,500		
8868	Manchester.	Coffee County Central H. S.	do.	4	1	0	30	32	17	28	7	8	1	4	1	4	1	4	100	10,500		
8869	Mason.	High School.	Dist.	2	1	0	2	4	2	4	2				2	4			68	2,000		
8870	Memphis.	do.	Depts.	4	5	14	130	326	73	156	44	137	24	60	13	42			736	75,519		

1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324</
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Changed from 3-year to 4-year course since 1911 .

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.	Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.				Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
TEXAS.																					
Ahlens (R. F. D. No. 4).	North Park High School....	Ben S. Peek.....	Dist....	3	1	0	6	5	6	4	3	2			3	2	3	2	75	\$10,800	
Agua Dulce.....	High School.....	A. S. Kennamer.....	do....	3	1	0	4	2	2	2	2	0			0	0	0		150	10,000	
Albany.....	do.....	M. I. Miles, supt.....	do....	4	2	0	9	11	4	6	5	5	0	3	0	3	0	3	108	26,000	
Aledo.....	do.....	O. R. Bridges.....	do....	4	1	1	10	10	5	5	5	6	0	0	0	0	0		4,200	4,200	
Alice.....	do.....	J. E. Evans.....	do....	4	3	2	15	14	7	7	6	8	3	6	2	5	2	4	250	21,500	
Allen.....	do.....	B. D. Black.....	do....	2	1	1	6	9	0	3					0	3	0	2		11,500	
Alvarado.....	do.....	S. E. Watson, supt.....	Twp....	4	2	2	10	15	8	14	4	8	8	12	8	10	3	4	500	41,500	
Alvin.....	do.....	R. R. Sebring.....	Dist....	4	3	1	23	22	17	7	7	9	3	13	2	4	4	4		25,075	
Alvord.....	do.....	Jno. W. Stegall.....	do....	3	3	0	9	15	10	8	10	9	3	11	4	6	4	4	12,000	12,000	
Amarillo.....	do.....	J. O. Faulkner.....	Dept....	4	3	0	60	80	35	65	20	35	11	19	4	17	4	17	1,380	243,000	
Anderson.....	do.....	J. M. Morgan.....	Dist....	3	1	0	5	2	2	2	1	0			0	0	0	0	150	10,400	
Angleton.....	do.....	J. B. Oliver.....	do....	14	1	2	3	10	3	4	7	5	4		5	4	1	2	100	20,000	
Anna.....	do.....	W. L. Roper.....	do....	3	1	1	3	3	4	6	7	2	5	7	4	4	4	4	150	25,700	
Anson.....	do.....	H. H. Gulre.....	do....	4	1	2	11	21	9	13	7	2	6		4	4	4	80	21,200		
Archer City.....	do.....	E. R. Roberts.....	do....	3	2	0	12	13	6	7	2	6		11	1	1	6	125	17,000		
Arlington.....	do.....	J. A. Kookin.....	do....	3	1	0	18	24	16	29	10	20	1	11	0	0	0	400	6,300		
Arp.....	do.....	G. C. Paggett.....	do....	3	1	0	3	3	3	2	2	0	0	0	0	0	0	300	2,100		
Arp (R. F. D. 1).	Omen High School.....	L. G. Sumrall, supt.....	do....	4	1	0	4	5	1	2	2	5	3	2	3	2	1	3	12,350	12,350	
Aspermont.....	High School.....	T. L. Hiner, supt.....	do....	4	2	0	12	11	5	2	2	5	3	2	3	2	13	1	20,000	20,000	
Atlanta.....	do.....	J. B. McClung.....	do....	4	2	1	8	15	7	14	3	14	2	13	2	13	1	3	8,100	8,100	
Aubrey.....	do.....	J. T. Teel.....	do....	3	1	0	2	11	3	3	2	1			2	1	1	60	1,000	114,000	
Austin.....	do.....	J. E. Pearce.....	Dept....	4	8	16	127	124	122	98	69	56	66	38	14	36	2	1,000	114,000	114,000	
Balling.....	do.....	J. H. Heard.....	Dist....	4	1	4	16	26	14	24	16	24	4	10	4	10	4	6	500	16,430	
Bangs.....	do.....	J. M. Griffith.....	do....	3	2	2	17	10	4	5	4	5	2	3	3	5	3	5	15	5,300	
Barlett.....	do.....	Stuart H. Condon.....	do....	4	2	1	20	28	22	24	15	20	6	7	6	7	6	7	300	25,100	
Bastrop.....	do.....	L. W. Slater.....	do....	4	1	1	5	6	4	3	0	5	0	0	0	0	0	1	50	8,100	
Bastrop High School (negro).	Emile High School (negro).....	W. N. Doyle.....	do....	3	1	2	5	6	7	8	6	7	0	0	0	0	0	1	0	10,500	
Bastrop.....	High School.....	Miss Azalea W. Lloyd.....	do....	3	0	3	10	26	7	23	3	8			3	8	3	1	300	202,600	
Bay City.....	Jefferson Davis High School.....	Joseph Enqua.....	do....	4	2	9	52	58	35	74	23	47	10	27	10	23	9	8	2,200	202,600	
Beaumont.....	do.....	T. J. Charlton.....	Dept....	3	2	1	9	20	10	19	4	10			4	8	3	7	150	12,150	

Deebleville	8747	Hewitt Institute.....	C. L. Beeson	Dist.	0	8	8	0	0	3	2	9	10	1	5	3	0	0	22,000
Belleville	8748	High School	R. F. Kluver, supt.	Dept.	1	27	28	19	22	16	20	13	19	8	17	3	5	500	
Belton	8749	do.	C. N. Shaver	Dept.	4	4	15	5	6	4	8	0	3	0	1	0	1	78	
West Belton	8750	H. S. (negro)	L. Brackett Knowlton	Dist.	4	2	1	0	4	2	0	0	0	0	3	0	3	150	
Benjamin	8751	High School	J. W. Hamilton, supt.	Dist.	4	3	0	4	0	4	0	0	0	0	1	0	1	350	
Ben Wheeler	8752	do.	A. L. Farrell	do.	3	4	1	1	6	7	15	2	3	7	13	5	2	300	
Biance	8753	do.	John E. Watkins, supt.	do.	4	1	1	6	7	5	6	4	2	2	3	2	2	100	
Blakely	8754	do.	D. F. Eaton	do.	4	2	1	10	11	14	5	9	3	2	1	2	1	0	
Blossom	8755	do.	Dexter Duffie	do.	3	2	1	13	12	6	4	1	6	0	1	4	1	0	
Blue Ridge	8756	do.	B. F. Stewart	Twp.	3	1	10	8	11	9	0	0	0	0	0	0	0	2,000	
Bonham	8757	Booker T. Washington H. S. (negro)	J. H. Stewart	Dept.	3	1	1	10	1	12	0	0	0	0	0	0	1	165	
do.	8758	High School	H. D. Fillers	do.	4	4	3	50	19	29	12	13	9	8	13	2	5	1,200	
Boonsville	8759	do.	H. N. Bulger	Dist.	4	1	1	7	10	4	6	0	0	0	0	0	30	64,300	
Boye	8760	do.	M. C. Hendricks	Dist.	4	1	1	2	7	12	8	8	1	4	0	4	0	2,500	
Brackettville	8761	Brackett High School	D. E. McArthur, supt.	Dist.	4	1	4	17	2	5	0	3	0	2	0	0	0	210	
Brandon	8762	do.	A. M. Martin	Twp.	3	1	4	9	0	4	5	2	1	2	1	0	0	133	
Breckinridge	8763	do.	Jesse R. Smith, supt.	Dist.	4	1	1	11	17	10	11	6	4	3	2	0	3	12,075	
Bremont	8764	do.	H. E. Blythe	do.	4	1	1	9	11	7	6	7	4	4	5	2	2	300	
Brenham	8765	East End H. S. (negro)	A. R. Pickard	Dept.	3	1	1	15	11	8	6	7	4	2	3	0	0	8,000	
do.	8766	High School	H. E. Brenke	Dept.	3	1	2	15	16	5	7	16	2	4	2	6	1	2,000	
Bridget	8767	do.	W. H. Holt	Dist.	2	2	0	19	23	8	14	3	8	4	4	10	1	170	
Bridget	8768	Olive Branch Rural H. S.	I. A. Warwick	Dist.	4	3	3	16	14	8	7	3	0	0	0	0	3	1,200	
Brownsville	8769	High School	Miss Marie M. Barbour	Dept.	3	0	4	15	18	8	7	25	30	10	2	6	3	51,000	
Brownwood	8770	do.	Thos. H. Hart	do.	3	4	3	35	40	14	18	5	5	0	0	0	0	300	
Bryan	8771	do.	A. W. Kinnard, A. B.	Dist.	4	2	2	20	24	10	14	5	5	0	0	0	0	500	
do.	8772	High School (negro)	P. Landry	do.	4	1	0	2	3	0	0	2	3	0	0	0	0	600	
do.	8773	High School	A. W. Smith	do.	3	1	1	12	5	7	8	4	2	2	2	2	2	6,500	
Buna	8774	do.	A. D. Rawlinson, supt.	do.	3	1	2	8	10	6	8	2	5	0	0	0	0	600	
Burkeville	8775	Alford Academy	I. B. Alford, supt.	do.	4	4	1	6	5	4	3	2	2	2	3	3	3	7,075	
Burnet	8776	High School	M. B. Brown, supt.	do.	4	2	1	7	11	4	9	1	0	0	0	1	12	7,000	
Brynum	8777	do.	W. H. Warren	do.	4	2	1	7	11	4	9	1	2	2	5	2	5	225	
Caldwell	8778	do.	R. G. Smith	do.	4	3	1	16	12	12	3	10	11	3	11	1	5	10,750	
Calvert	8779	High School (negro)	Ira B. Bryant, Jr.	do.	4	1	0	10	12	3	3	1	2	0	2	0	2	60	
Camerton	8780	do.	T. H. Brawley	do.	4	1	0	2	4	1	3	0	2	0	1	2	25	15,500	
Caps	8782	do.	L. E. King	do.	3	1	0	9	14	4	7	4	2	0	0	0	126	3,500	
Carbon	8783	do.	R. L. Adcock	do.	2	2	0	11	23	13	24	3	12	4	17	2	6	500	
Carleton	8784	do.	L. L. Burney, supt.	do.	4	4	1	4	7	7	9	12	6	8	2	6	2	150	
Carrollton	8785	do.	W. A. O'Quinn	do.	4	4	1	10	6	7	2	3	0	0	0	0	0	4,500	
Cason	8786	do.	F. B. McMath, supt.	do.	3	1	0	2	3	1	2	0	0	0	0	4	0	4,000	
Celeste	8787	do.	W. F. Wallace	do.	4	2	0	5	4	3	7	8	2	3	2	2	1	5,900	
Celina (R. F. D.)	8788	Alla High School.....	W. J. Gayden, supt.	do.	2	2	0	8	0	3	5	7	0	0	0	0	0	7,556	
Center Point	8789	High School	A. G. Dean	do.	4	2	1	15	14	10	8	7	0	6	2	3	1	40,400	
Channing	8791	do.	R. B. Smith	do.	3	3	1	10	12	5	8	2	3	0	2	2	0	60	
Chapel Hill	8792	do.	M. O. Britt	do.	3	1	0	10	6	8	2	7	3	0	1	2	0	100	
Chillicothe	8793	High School (negro)	J. C. F. Hogan	do.	3	1	0	2	6	4	0	0	2	0	0	2	0	1,025	
Chillicothe	8794	High School	G. D. Chesteen	do.	4	4	1	39	23	28	17	13	15	10	10	3	2	300	
Christoval	8795	do.	Robt. L. Duddyne, supt.	Twp.	4	4	2	21	16	15	17	13	6	5	8	5	8	13,500	
Cisco	8796	do.	C. A. Stone	Dist.	3	1	4	6	4	3	1	3	1	1	1	1	1	32	9,500
do.	8796	do.	E. E. McCollum.....	County	4	1	2	15	4	12	3	18	4	6	6	3	3	30,500	

Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	31
TEXAS—continued.																				
8767	Ill High School.....	T. L. Vance.....	County.....	4	1	1	15	20	12	25	4	15	6	10	6	10	4	4	200	\$15,150
8768	Clarksville.....	Rescoe Bates.....	Dist.....	4	2	1	12	20	15	15	5	17	1	1	1	1	1	1	500	20,500
8769	do.....	W. Z. Bates, supt.....	do.....	4	1	0	8	11	4	0	1	3	4	3	2	1	2	1	175	21,350
8800	Booker Washington H. S. (negro).....	J. J. Burnett.....	Dept.....	4	1	0	5	2	2	0	0	1	0	0	0	0	0	0	250	3,000
8801	High School.....	Emmett Brown.....	do.....	4	5	9	89	97	43	51	14	23	6	14	6	14	5	8	2,200	100,000
8802	Cleveland.....	J. O. Pincard.....	Dist.....	4	3	0	7	8	8	4	3	0	0	0	0	0	0	0	40	6,000
8803	Clyde.....	S. Ernest Settle, supt.....	do.....	4	2	0	12	15	10	15	5	7	0	0	0	0	0	0	180	8,200
8804	Coleman.....	J. E. Hickman.....	do.....	4	3	2	24	33	21	23	9	13	4	12	5	7	3	4	500	40,375
8805	Colorado.....	Gowan Jones.....	do.....	4	4	3	19	12	0	0	9	12	3	7	2	2	2	1	101	12,800
8806	Comanche.....	M. E. Witt.....	do.....	4	4	2	28	34	13	23	14	17	7	7	7	7	3	0	800	31,600
8807	Commerce.....	A. L. Day.....	do.....	4	4	2	8	13	8	13	8	13	1	5	1	5	0	2	300	40,300
8808	Cooke.....	J. T. Terry.....	do.....	4	4	2	12	8	7	6	6	6	4	15	1	5	0	0	1,250	8,000
8809	Cookville.....	H. H. J. King.....	do.....	4	4	1	10	9	5	15	11	16	3	2	3	0	4	3	500	10,520
8810	Cooper.....	R. U. Blasingame.....	do.....	4	4	3	8	10	7	6	5	6	6	6	4	4	1	1	700	15,000
8811	Corpus Cove.....	J. M. Wicher.....	do.....	4	4	1	5	6	6	2	2	0	0	0	0	0	0	0	200	10,750
8812	Corrhill.....	T. S. Parker.....	do.....	4	3	1	36	38	28	25	10	16	4	17	4	17	3	11	2,000	132,800
8813	Corpus Christi.....	Money Manager.....	Dept.....	4	4	3	3	4	4	4	3	3	1	3	1	2	0	0	262	7,000
8814	Corrigan.....	A. R. Davis.....	Dist.....	4	4	1	2	4	4	4	3	6	3	1	0	4	0	2	500	37,000
8815	Corseana.....	G. W. Jackson.....	Dept.....	4	5	6	37	44	18	15	3	27	15	72	22	22	12	8	1,600	1,600
8816	do.....	S. H. Whalley.....	do.....	4	2	0	12	14	8	11	5	9	2	4	2	4	2	4	123	16,200
8817	Correll City.....	J. H. McClain.....	Dist.....	4	4	2	14	21	10	15	5	9	3	4	2	4	4	4	400	24,000
8818	Crawford.....	Ran C. Dwyer, supt.....	do.....	4	4	1	14	21	10	15	5	9	2	4	2	4	2	4	90	4,000
8819	Crockett.....	O. C. Payne.....	do.....	4	4	4	7	5	2	2	2	0	4	0	0	0	0	1	300	4,000
8820	Crystal City.....	W. P. Ward.....	do.....	4	4	4	1	1	2	2	2	0	6	0	0	0	1	2	40	9,000
8821	Cuero.....	A. A. Daulton.....	do.....	4	4	2	17	20	8	10	6	15	6	12	0	0	0	0	120	1,100
8822	do.....	M. V. Peterson, supt.....	do.....	4	4	2	15	14	12	10	1	1	0	0	0	0	0	0	200	30,500
8823	Cumby.....	C. F. McGuire.....	do.....	4	3	2	13	13	8	10	9	21	0	0	0	0	0	0	50	9,000
8824	Cundiff.....	T. J. McGee.....	do.....	4	4	1	15	20	10	8	7	1	8	0	0	0	0	0	120	1,100
8825	Dahert.....	G. O. Reilly.....	do.....	4	4	2	13	13	8	10	9	21	0	0	0	0	0	0	200	36,200
8826	Dallas.....	F. A. Hausman.....	Dept.....	4	4	15	280	370	110	170	50	113	51	75	41	60	30	25	450	277,000

[illegible]

Value of building and grounds not given.

1 Fourth and fifth years combined.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
TEXAS—continued.																						
8876	Galveston.	Ball High School.	Dept.	4	5	4	34	77	24	37	12	38	7	25	7	24	4	10	1,600	\$154,500		
8877	do.	John R. Gibson.	do.	4	2	1	9	38	9	20	2	6	0	2	0	2	0	0	2,510	2,510		
8878	Central High School (negro).	S. M. Lloyd.	Dist.	4	2	1	20	10	10	10	5	7	9	7	9	7	5	4	650	9,000		
8879	Garland.	S. R. Phipps.	do.	3	3	0	8	9	9	7	4	4	0	2	3	3	1	1	8,400	8,400		
8880	Garza.	Dixie Boyd.	do.	4	1	0	4	3	1	7	3	5	1	4	0	0	0	25	5,250	27,000		
8881	Gatesville.	W. S. Dabney.	do.	4	2	2	15	24	11	18	10	13	2	14	2	10	2	4	400	40,618		
8882	Georgetown.	L. I. Griffin.	do.	4	1	3	16	11	16	23	8	15	4	5	4	5	3	5	500	500		
8883	Giddings.	Tunis P. Walker, supt.	do.	4	3	2	10	15	8	9	4	0	9	5	2	1	2	1	200	14,500		
8884	Gladeview.	O. T. Craig.	do.	3	1	0	4	8	4	8	0	3	5	0	0	0	0	35	4,000	4,000		
8885	Glen Rose.	R. E. McDonald.	do.	3	2	0	7	8	4	7	9	5	7	6	7	4	3	100	6,000	6,000		
8886	Goldthwaite.	H. H. Goodman.	do.	4	1	2	22	23	9	18	7	17	12	6	9	5	3	2	96	12,050		
8887	Goliad.	T. S. Cox.	do.	3	3	1	12	9	9	6	7	8	0	6	8	2	3	83	10,020	10,020		
8888	Gonzales.	J. Gentry Horace.	Dept.	3	3	1	8	4	4	6	0	0	1	2	4	2	4	300	1,675	1,675		
8889	Goodnight.	R. A. De Lee.	Dist.	3	2	1	6	3	5	1	0	0	0	0	0	0	0	40	6,250	6,250		
8890	Gorman.	Henry O. Robinson.	do.	3	2	2	15	28	14	18	13	17	9	11	9	11	6	185	5,000	27,500		
8891	Graham.	Edgar McLendon.	do.	4	2	1	10	16	10	11	0	9	2	5	2	5	1	600	27,500	27,500		
8892	Granbury.	L. P. Hightower.	do.	4	2	1	3	5	1	3	0	0	0	0	0	0	0	1,150	1,150	1,150		
8893	Granbury (R. F. D. 1).	J. P. Statcup.	do.	2	1	0	8	10	8	8	4	4	1	3	1	3	0	1	200	15,100	15,100	
8894	Grand Prairie.	J. A. Whitener, supt.	do.	4	2	0	10	12	9	11	3	15	3	7	3	7	3	6	200	15,400	15,400	
8895	Grand View.	N. O. Robbins, supt.	do.	4	2	2	10	15	3	10	2	9	5	1	5	1	4	1	500	30,000	30,000	
8896	Granger.	T. P. Mallard.	do.	4	5	3	54	69	32	41	13	25	13	25	10	25	1	600	26,200	26,200		
8897	Greenville.	H. O. McCain.	Dept.	3	1	1	7	0	3	1	7	0	3	1	2	1	1	39	5,000	5,000		
8898	do.	Thomas W. Pratt.	do.	2	1	1	19	16	11	14	7	9	5	4	4	4	0	150	32,200	32,200		
8899	do.	J. G. Cochrum, supt.	Dist.	3	2	0	2	7	2	1	10	10	9	9	0	1	0	60	12,000	12,000		
8900	Groesbeck.	H. C. Robertson.	do.	3	2	1	18	17	15	16	10	10	9	0	2	5	2	5	1,030	20,000	20,000	
8901	Gustine.	K. A. Jones.	do.	3	2	0	5	3	4	4	6	1	2	0	0	0	0	25	21,800	21,800		
8902	Hanley.	B. H. Miller.	do.	14	2	0	2	3	2	4	5	2	3	0	0	0	0	1	1,500	1,500		
8903	Harleton.	Jas. F. Cook.	do.	3	1	0	3	2	4	5	3	5	0	1	4	3	0	6,400	6,400	6,400		
8904	Harper.	B. L. Enders.	do.	3	1	0	2	3	5	3	5	0	1	4	3	3	0	100	1,100	1,100		
8905	Headell.	L. G. McGee.	do.	4	2	2	24	24	10	10	12	21	4	3	4	3	0	100	1,100	1,100		

8007	8008	8009	8010	8011	8012	8013	8014	8015	8016	8017	8018	8019	8020	8021	8022	8023	8024	8025	8026	8027	8028	8029	8030	8031	8032	8033	8034	8035	8036	8037	8038	8039	8040	8041	8042	8043	8044	8045	8046	8047	8048	8049	8050	8051	8052	8053	8054	8055	8056	8057	8058	8059	8060	8061	8062	8063	8064	8065	8066	8067	8068	8069	8070	8071	8072	8073	8074	8075	8076	8077	8078	8079	8080	8081	8082	8083	8084	8085	8086	8087	8088	8089	8090	8091	8092	8093	8094	8095	8096	8097	8098	8099	8100	8101	8102	8103	8104	8105	8106	8107	8108	8109	8110	8111	8112	8113	8114	8115	8116	8117	8118	8119	8120	8121	8122	8123	8124	8125	8126	8127	8128	8129	8130	8131	8132	8133	8134	8135	8136	8137	8138	8139	8140	8141	8142	8143	8144	8145	8146	8147	8148	8149	8150	8151	8152	8153	8154	8155	8156	8157	8158	8159	8160	8161	8162	8163	8164	8165	8166	8167	8168	8169	8170	8171	8172	8173	8174	8175	8176	8177	8178	8179	8180	8181	8182	8183	8184	8185	8186	8187	8188	8189	8190	8191	8192	8193	8194	8195	8196	8197	8198	8199	8200	8201	8202	8203	8204	8205	8206	8207	8208	8209	8210	8211	8212	8213	8214	8215	8216	8217	8218	8219	8220	8221	8222	8223	8224	8225	8226	8227	8228	8229	8230	8231	8232	8233	8234	8235	8236	8237	8238	8239	8240	8241	8242	8243	8244	8245	8246	8247	8248	8249	8250	8251	8252	8253	8254	8255	8256	8257	8258	8259	8260	8261	8262	8263	8264	8265	8266	8267	8268	8269	8270	8271	8272	8273	8274	8275	8276	8277	8278	8279	8280	8281	8282	8283	8284	8285	8286	8287	8288	8289	8290	8291	8292	8293	8294	8295	8296	8297	8298	8299	8300	8301	8302	8303	8304	8305	8306	8307	8308	8309	8310	8311	8312	8313	8314	8315	8316	8317	8318	8319	8320	8321	8322	8323	8324	8325	8326	8327	8328	8329	8330	8331	8332	8333	8334	8335	8336	8337	8338	8339	8340	8341	8342	8343	8344	8345	8346	8347	8348	8349	8350	8351	8352	8353	8354	8355	8356	8357	8358	8359	8360	8361	8362	8363	8364	8365	8366	8367	8368	8369	8370	8371	8372	8373	8374	8375	8376	8377	8378	8379	8380	8381	8382	8383	8384	8385	8386	8387	8388	8389	8390	8391	8392	8393	8394	8395	8396	8397	8398	8399	8400	8401	8402	8403	8404	8405	8406	8407	8408	8409	8410	8411	8412	8413	8414	8415	8416	8417	8418	8419	8420	8421	8422	8423	8424	8425	8426	8427	8428	8429	8430	8431	8432	8433	8434	8435	8436	8437	8438	8439	8440	8441	8442	8443	8444	8445	8446	8447	8448	8449	8450	8451	8452	8453	8454	8455	8456	8457	8458	8459	8460	8461	8462	8463	8464	8465	8466	8467	8468	8469	8470	8471	8472	8473	8474	8475	8476	8477	8478	8479	8480	8481	8482	8483	8484	8485	8486	8487	8488	8489	8490	8491	8492	8493	8494	8495	8496	8497	8498	8499	8500
Hearns	Hemphill	Hempstead	Hempstead	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	Henderson	H																																																																																																																																																																	

Value of building and grounds not given.

Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.	Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
TEXAS—continued.																					
8055	Lampasas.....	E. E. Weaver.....	Dist.....	4	1	1	2	7	1	3	3	4	1	1	0	0	0	0	27	\$1,150	
8056	Lancaster.....	Chas. J. Denton, supt.....	do.....	4	2	1	13	17	10	19	3	6	4	6	4	6	2	2	400	27,450	
8057	Laneville.....	R. A. Worley.....	do.....	2	1	0	4	4	6	2	0	0	0	0	0	0	0	0	0	1,000	
8058	La Porte.....	A. J. Bassett, supt.....	do.....	2	1	0	4	4	6	2	0	0	0	0	0	0	0	0	350	2,000	
8059	Laredo.....	Miss Katherine Fowler.....	Dept.....	12	1	0	2	12	5	14	3	13	1	0	2	12	0	3	500		
8060	Lavaca.....	O. P. Burney.....	Dist.....	4	1	0	2	2	1	3	1	3	1	0	0	0	0	0			
8061	Lavonia.....	A. N. Brown.....	do.....	12	1	0	2	2	1	3	1	3	1	0	0	0	0	0			
8062	Leander.....	J. M. Alar.....	do.....	12	1	1	15	18	10	11	8	0	2	2	1	1	1	2	150	7,500	
8063	Leesville.....	A. S. West, supt.....	do.....	4	1	1	6	18	19	6	14	1	2	1	4	4	1	3	400	40,000	
8064	Leonard.....	H. Emerson Glaze.....	do.....	2	1	1	15	16	14	19	5	14	1	6	1	6	1	5	175	15,300	
8065	Leoville.....	Hubert C. Lyon.....	do.....	4	1	1	8	12	15	14	2	3	0	0	0	0	0	0	200	11,500	
8066	Lewistown.....	E. McInnis, supt.....	do.....	4	1	1	7	6	4	6	0	2	2	3	5	2	5	20	6,600		
8067	Lillian.....	R. E. Rhye.....	do.....	4	1	1	4	5	8	4	0	0	2	5	0	0	0	0	100	25,200	
8068	Linden.....	Chas. H. Vinley, supt.....	do.....	4	2	2	24	27	17	19	6	10	2	3	4	3	3	5	60	22,000	
8069	Livingston.....	J. C. Wright.....	do.....	4	2	2	24	26	9	12	5	7	4	3	4	0	2	0	25	20,000	
8070	Lockhart.....	Cuthbert Spencer.....	do.....	3	2	0	9	14	15	17	3	4	3	4	2	2	3	3	50	10,600	
8071	Lockney.....	Elgin C. Nix, supt.....	do.....	4	2	0	50	64	30	32	21	19	8	6	2	1	4	0	60	18,800	
8072	Lometa.....	J. R. Holley.....	do.....	2	1	0	3	4	2	1	0	0	0	0	0	0	0	0	210	59,800	
8073	Londra.....	Chas. Knicker.....	do.....	4	2	0	3	10	5	3	7	11	1	2	4	1	1	3	100	18,800	
8074	Lone Oak.....	J. C. McWhanion.....	do.....	4	2	0	20	26	7	17	4	12	2	7	2	2	2	3	100	59,800	
8075	Longview.....	L. L. Miller.....	Dept.....	4	2	0	20	26	7	17	4	12	2	7	2	2	2	3	100	18,800	
8076	Lorraine.....	J. C. Hedin, supt.....	Dist.....	3	0	3	14	16	9	11	5	5	5	5	0	0	0	1	150	10,000	
8077	Lorena.....	Miss Lucy M. Moore.....	do.....	3	0	3	4	6	3	4	5	5	5	5	0	0	0	1	150	10,000	
8078	Lott.....	W. F. Turner, supt.....	do.....	3	0	0	18	10	10	12	8	0	0	0	0	0	0	4	30	16,000	
8079	Louis.....	Miss Almira Sublett.....	do.....	4	0	1	1	0	1	0	8	8	0	0	0	0	0	6	65	6,400	
8080	Lovelsdy.....	R. J. Dorniny, supt.....	do.....	3	1	1	6	1	7	9	8	5	5	0	0	0	0	1	500	500	
8081	do.....	do.....	do.....	3	1	0	3	6	0	3	0	0	0	0	0	0	0	2	100	38,000	
8082	Lubbock.....	J. K. Weaver, supt.....	do.....	4	6	0	30	32	16	17	14	17	3	8	0	0	0	0	250	11,000	
8083	Lufkin.....	J. L. Hart.....	do.....	4	2	3	18	23	17	37	6	6	6	6	0	0	0	0	250	11,000	
8084	Luling.....	Mrs. Geo. V. French.....	do.....	4	2	3	18	23	17	37	6	6	6	6	0	0	0	0	250	15,000	

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates pre- pared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
TEXAS—continued.																					
9033	Nocoma.....	J. D. Bramlette, supt.	Dist....	4	1	2	19	11	8	6	4	18	1	4	1	4	0	2	500	\$12,150	
9036	Oakwood.....	J. E. Red	do.....	3	1	1	6	7	7	8	2	3			2	3	0	1	0	16,000	
9037	Odessa.....	W. V. Harrison	do.....	2	1	2	8	4	6	5	5	10			0	3	0	2	193	21,000	
9038	Olney.....	I. G. Kennon	do.....	4	3	2	11	13	9	10	2	6	4	6	2	2	2	2	266	30,950	
9039	Onalaska.....	J. H. Taylor	do.....	4	1	1	3	4	3	8	2	2	0	0	0	0	0	0	60	1,525	
9040	Orange.....	Miss Helen Carr	Dept....	4	2	0	22	42	11	26	5	10	4	11	3	11	3	4	1,500	25,354	
9041	Orphans Home.....	L. W. Coleman	Dist....	3	1	0	2	8	0	0	0	0						200	30,500		
9042	Overton.....	G. G. Hassell	do.....	4	1	0	4	8	4	2	2	4	3	7	1	1		40	5,500		
9043	Overton (R. F. D. 1)	C. A. Wilkinson	do.....	2	1	0	5	2	1	2								166	2,300		
9044	Paducah.....	N. C. Chaney	do.....	4	1	1	18	19	5	8	11	7	5	12	0	0		200	33,000		
9045	Paint Rock.....	C. W. La Grone, supt.	do.....	4	1	0	4	18	7	10	1	3	4	3	4	3	1	500	16,000		
9046	Palacios.....	O. L. Bateman	do.....	3	2	1	8	19	7	10	1	3	4	3	3	4		80	8,125		
9047	Palustrine.....	R. C. T. Jacobs	Dept....	4	3	2	26	48	29	7	21	4	21	3	21	3	15	138	25,500		
9048	Palo Pinto.....	S. L. Erwin	Dist....	4	1	1	5	6	4	7	4	5	2	6	7	0	0	75	1,150		
9049	Pampa.....	B. W. Pope, supt.	do.....	4	1	1	12	8	9	7	3	2	6	7	0	0		17,900			
9050	Paris.....	E. W. Bailey	Dept....	4	1	3	15	27	9	13	2	11	1	5	1	5	0	3	1,234	10,100	
9051	Parish.....	E. P. Downer	do.....	4	4	8	70	100	38	48	24	40	24	36	24	36	5	8	1,900	90,000	
9052	Parshall.....	E. C. Turner	Dist....	4	1	4	15	19	16	22	7	9	4	7	3	7	1	6	400	27,000	
9053	Pecos.....	J. S. Long	do.....	3	1	1	20	22	5	6	4	0	1	7	1	7	0	6	30,500	1,100	
9054	Pennington.....	J. E. English	do.....	4	3	0	5	4	2	4	0	0			0	0		30		640	
9055	Petty.....	L. W. De Weese	do.....	2	1	0	4	12	2	1	4	4	5	6	5	6		45	25,500		
9056	Pickton.....	J. E. Jennings	do.....	4	3	2	8	7	11	13	4	4	5	6	3	2		800	2,900		
9058	Pilot Point.....	Adolphus B. Weimer	do.....	2	1	0	14	11	4	2	9	11	4	4	4	4		100	30,300		
9059	Pine Hill.....	T. A. Boren	do.....	4	3	3	30	34	14	20	9	11	4	4	4	4		150	15,150		
9060	Pineview.....	J. J. McCasland	do.....	4	3	1	10	16	12	21	8	14	13	10	8	7		100	2,100		
9061	Pleasanton.....	W. A. Fiall	do.....	4	3	1	4	8	5	5	5	5	4	8	4	5	3	1	200	6,250	
9062	Polytechnic.....	Josiah Brier	do.....	2	1	0	10	19	8	14	10	11	4	8	4	8	3	6	125	6,350	
9063	Poolville.....	S. J. Callaway, supt.	do.....	4	3	1	12	12	10	15	10	10	4	6	4	6	4	6	400	6,000	
9064	Port Arthur.....	W. V. Shadle	do.....	4	2	2	12	12	10	15	10	10	4	6	4	6	4	6	400	6,000	
9065	Port Arthur.....	Alvin Dille (1911).....	Dept....	4	3	4	11	16	6	9	7	8	5	4	4	4	4	3	1,500		

9006	Port Lavaca.	do	J. E. Bridges	Dist.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
9007	do	do	M. L. Chambers	do	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
9008	do	do	J. W. O'Hanlon	do	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
9009	Queen City	do	Drew Porter	do	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
9010	Quintan	do	A. T. Bridges	do	4	2	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
9011	Rally	do	W. H. Saffold	do	3	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9012	do	High School.	do	do	3	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9013	High School.	do	do	do	3	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9014	do	do	Henry L. Mayo	do	4	2	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
9015	do	do	H. C. Darden	do	3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9016	do	do	J. T. Crook	do	3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9017	do	do	Miss Peagle Van Zanit	do	3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9018	do	do	do	do	3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9019	do	do	do	do	3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9020	do	do	do	do	3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9021	do	do	do	do	3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9022	do	do	do	do	3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9023	do	do	do	do	3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9024	do	do	do	do	3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9025	do	do	do	do	3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16								

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
TEXAS—continued.																				
9117	Storum.....	Thos. Gatlin.....	Diat.....	4	1	0	8	11	7	6	2	2	0	0	0	0	3	1	150	\$3,400
9118	do.....	John W. Lettich.....	do.....	4	1	3	25	24	10	22	29	4	5	6	2	2	0	1	150	12,500
9119	Springtown.....	A. S. Johnston.....	do.....	2	2	1	15	20	7	10	3	11	5	6	3	7	0	7	150	8,000
9120	Stamford.....	H. H. Gulce.....	do.....	4	2	2	14	21	7	15	16	9	1	6	2	1	6	108	46,000	
9121	Stanton.....	T. D. Thomason.....	do.....	2	2	2	17	21	3	8	3	9	9	9	0	6	0	5	0	30,000
9122	Stephenville.....	Henry Sims, supt.....	do.....	4	2	1	11	25	3	12	2	6	0	0	0	0	0	0	335	56,000
9123	Sterling City.....	B. F. Bennett, supt.....	do.....	4	2	1	10	18	8	22	5	13	4	6	4	8	2	2	400	10,800
9124	Stockdale.....	Joe A. Poston.....	do.....	4	2	1	7	14	7	6	8	12	6	10	0	0	0	0	30	15,400
9125	Stratford.....	B. H. Taylor.....	do.....	4	2	1	5	7	1	6	7	6	0	0	0	0	0	0	75	2,000
9126	Sulphur Bluff.....	W. H. Yarbrough.....	do.....	3	2	0	15	12	3	4	3	2	6	10	2	1	1	1	160	8,250
9127	Sulphur Springs.....	F. V. Garrison.....	Dept.....	4	3	3	21	27	18	30	11	15	6	10	6	7	3	2	200	28,000
9128	Tatum.....	J. W. Mullins.....	Diat.....	4	2	1	17	13	8	5	6	11	1	10	0	0	1	1	60	2,200
9129	Taylor.....	J. C. Balch.....	Dept.....	4	3	4	74	77	37	60	23	41	27	41	16	21	1	10	1,247	55,108
9130	Temple.....	W. W. Clement.....	do.....	4	6	4	4	4	3	7	1	1	1	2	0	0	0	0	1,500	108,000
9131	do.....	L. J. LeQuey.....	do.....	4	4	1	17	13	8	11	6	11	1	10	2	2	1	4	200	26,000
9132	Tenaha.....	D. A. Leak, supt.....	Diat.....	4	4	5	3	8	6	14	2	3	0	0	1	2	6	8	6,000	
9133	Texas Academy.....	P. H. Wiman.....	Dept.....	4	4	6	30	62	13	16	13	15	5	6	12	1	3	0	550	126,500
9134	Thornton.....	Weaver W. Barnett.....	Diat.....	3	2	0	11	12	8	14	2	3	0	0	1	2	1	0	25	2,250
9135	Throckmorton.....	P. R. Crowley.....	do.....	4	3	1	5	6	2	4	0	0	0	0	0	0	0	0	0	
9136	Thurber.....	A. N. W. Smith.....	do.....	4	1	1	4	6	2	8	0	1	2	4	2	3	1	3	110	1,220
9137	Tilden.....	J. W. Carrell.....	do.....	4	3	1	22	23	17	25	4	12	7	3	1	3	1	250	23,100	
9138	Tipton.....	J. A. Armstrong.....	do.....	4	3	1	4	10	3	2	2	4	0	0	0	0	0	0	150	12,000
9139	Tlona.....	C. E. Sims.....	do.....	4	3	1	10	18	8	13	6	6	0	0	0	0	0	75	3,100	
9140	Trenton.....	Mrs. Emma Gill-Cooper.....	do.....	3	1	1	7	9	2	7	7	4	0	0	4	6	2	0	100	7,000
9141	Trinity.....	J. W. Bright.....	do.....	4	3	1	10	18	8	13	6	6	0	0	0	0	0	0	300	4,250
9142	Troup.....	T. R. Howard.....	do.....	4	3	1	12	6	12	16	2	2	0	0	2	2	3	0	80	5,750
9143	Troy.....	P. L. Stone, supt.....	do.....	4	3	1	3	10	2	9	14	2	0	0	0	1	0	0	20	2,000
9144	do.....	J. M. Gross.....	do.....	4	3	1	2	10	2	9	14	2	0	0	0	0	0	0	30	2,000
9145	Tyler.....	S. E. Gideon.....	Dept.....	4	4	4	41	62	20	35	5	20	34	12	14	10	11	6	750	54,000
9146	Uvalde.....	A. W. Evans, supt.....	Diat.....	4	4	4	21	44	30	33	16	23	8	25	8	17	6	14	750	54,000

1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367</
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Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
UTAH—continued.																					
9186	Nephel.....	High School.....	Dist.....	4	6	3	25	31	10	9	7	9	9	10	1	4	1	3	300	\$15,000	
9187	Ogden.....	do.....	Dept.....	4	13	12	95	112	57	92	45	59	39	51	23	27	12	8	200	143,000	
9188	Park City.....	do.....	do.....	4	2	5	25	23	22	41	7	4	12	14	11	14			1,000	32,000	
9190	Payson.....	do.....	Dist.....	4	3	2	18	22	9	10	7	8	6	5	6	5	3	2	300	1,300	
9200	Pleasant Grove.....	do.....	do.....	4	2	3	14	16	10	10	4	5	5	7	0	0			300	13,500	
9201	Price.....	do.....	do.....	2	3	0	8	6	3	5									200	21,000	
9202	Richfield.....	do.....	do.....	4	2	3	34	35	9	15	12	10	0	0	0	0			100	1,000	
9203	Richmond.....	do.....	County.....	2	3	0	8	14	2	4					2	4			300	12,000	
9204	St. George.....	Woodward High School.....	Dist.....	2	1	1	26	26	7	8	0	0			6	6					
9205	Salina.....	High School.....	do.....	3	2	1	6	9	6	7											
9206	Salt Lake City.....	do.....	Dept.....	4	21	39	284	339	203	257	127	115	93	96	62	74	35	35	1,600	145,000	
9207	Salt Lake City (Calders Sta.).	Granite High School.....	do.....	4	5	3	36	39	23	13	9	11	5	11	5	11	5	70	40,000		
9208	Sandy.....	Jordan High School.....	Dist.....	4	3	3	28	27	18	15	14	10	8	13	5	6	4	4			
9209	Smithfield.....	High School.....	do.....	2	1	1	22	14	5	4					2	3	2	3	0		
9210	Spanish Fork.....	do.....	do.....	3	4	0	29	15	25	9	11	9			0	0		100	21,000		
9211	Springville.....	do.....	do.....	4	5	2	19	24	12	16	13	15	6	12	6	12	6	8	436	37,000	
9212	Wellsville.....	do.....	do.....	2	2	1	9	11	5	4					5	4	3	4		10,050	
VERMONT.																					
9213	Barre.....	Spaulding High School.....	Dept.....	3-4	6	4	27	51	29	50	14	27	10	10	11	10	8	5	800	62,000	
9214	Bellows Falls.....	High School.....	Twp. 1.....	4	2	6	31	49	21	27	14	24	17	23	17	23	3	1	600	71,000	
9215	Bennington.....	do.....	do.....	4	2	7	25	36	28	25	18	22	10	16	6	16	4	3	2,200	53,500	
9216	Bethel.....	Whitcomb High School.....	Dist.....	4	1	2	16	13	8	5	5	4	3	3	3	3	1	1	175		
9217	Bratford.....	Academy.....	do.....	4	1	2	3	12	5	20	7	3	6	8	6	8	2	0	2,500	32,000	
9218	Brandon.....	High School.....	do.....	4	2	2	16	15	11	8	4	10	7	8	7	8	6	6	150	30,500	
9219	Brattleboro.....	do.....	Dept.....	4	1	10	36	32	28	30	14	37	17	15	15	15	6	2	500	130,000	
9220	Bristol.....	do.....	Twp. 1.....	4	1	2	11	24	13	14	5	9	1	5	1	3	1	0	50	1,200	
9221	Brookfield.....	do.....	do.....	2	0	1	3	4	3	3					2	2	1	1	250	1,550	

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
VERMONT—contd.																				
9267	High School.....	Miss Hazel Hayward	Twp.	2	0	1	8	10	6	5	.....	.....	.....	.....	4	5	3	1	14	\$2,510
9268	do.	F. W. Reimbert.....	do.	4	1	2	5	11	4	5	6	8	4	10	1	7	0	6	50	35,200
9269	Wells River.....	Arthur S. Rollins.....	Dist.	4	1	1	1	5	1	4	0	5	0	5	0	5	0	2	100	25,200
9270	Weston.....	Frank P. J. Shea.....	Twp.	2	1	0	3	4	1	2	.....	.....	.....	.....	1	2	1	1	.....	6,000
9271	West Rutland.....	Lynn L. Grew.....	do.	4	1	2	15	5	4	8	3	5	0	8	.....	.....	.....	.....	.....	.....
9272	White River Junction.....	K. J. Whitehill.....	do.	4	2	2	13	22	8	12	15	18	6	20	6	16	1	0	300	36,000
9273	Williamstown.....	Miss Hazel Knight.....	do.	2	0	1	9	1	6	5	.....	.....	.....	.....	6	5	.....	.....	.....	7,000
9274	Wilmington.....	John A. Vele, smpt.....	do.	4	1	2	4	6	1	9	6	4	2	3	2	2	1	0	50	15,970
9275	Windsor.....	George B. Stacopole.....	Dist.	4	1	1	5	4	5	2	4	5	6	3	6	3	.....	.....	1,000	17,970
9276	Woodstock.....	E. J. Engbet.....	Twp.	4	1	5	16	29	11	16	11	14	6	15	6	15	2	1	200	41,000
VIRGINIA.																				
9277	Abingdon.....	R. M. Daugherty.....	Dist.	4	1	2	7	14	8	8	4	6	3	1	1	1	1	1	500	10,260
9278	Accomac.....	Gen. J. Clark.....	do.	4	1	1	6	7	2	1	2	5	1	1	1	1	1	1	175	7,140
9279	Adams.....	C. B. Kirk.....	County	4	1	1	3	4	2	0	0	0	0	0	0	0	0	0	75	1,500
9280	Alexandria.....	J. W. Givens.....	Dist.	3	1	0	12	0	15	0	4	0	.....	.....	4	0	.....	.....	89	.....
9281	do.	Theodore H. Ficklin, Jr.....	Dupe.	3	1	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9282	do.	A. M. Conrad.....	do.	2	1	0	0	11	0	9	.....	.....	.....	.....	0	7	.....	770	53,010	
9283	Alley.....	Conrad Johnson.....	Dist.	4	1	0	9	4	2	3	.....	.....	.....	.....	0	0	.....	80	7,900	
9284	Amherst.....	C. B. Hanson.....	County	4	1	1	10	12	3	3	3	4	0	3	0	3	0	1	200	5,000
9285	Appomattox.....	A. T. Hanson, Jr.....	State.	4	1	3	10	21	3	5	5	5	4	5	4	3	0	500	25,000	
9286	Ashland.....	Lindsay Crawley.....	Dist.	1	2	7	10	6	10	6	0	3	.....	.....	2	0	2	6	10,000	
9287	Atlas.....	Joe E. Healy.....	do.	3	1	1	12	7	3	6	0	3	.....	.....	0	0	0	5,000	.....	.....
9288	Axon.....	Henry G. Ellis.....	do.	2	0	1	7	1	1	2	.....	.....	.....	.....	1	0	.....	1,300	.....	.....
9289	Bagley's Mill.....	Miss Joe Hatcher.....	do.	4	0	1	5	5	4	5	2	3	0	0	0	0	0	65	.....	.....
9290	Basett's.....	Miss Louise Hawthorne.....	do.	2	0	1	8	8	1	1	.....	.....	.....	.....	0	0	.....	166	.....	.....
9291	Beaverdam.....	Miss Emma Carter.....	do.	2	1	0	5	6	1	0	.....	.....	.....	.....	0	0	.....	135	7,100	.....

Deerfield (R. F. D. 3)	Montpelier High School.	Miss Mary C. Wilkie.	4	0	1	7	3	4	3	0	0	0	0	0	0	0	901
Bedford City	High School.	James R. Gay.	4	1	1	7	17	3	9	1	7	3	0	2	4	0	309
Belle Haven	do.	Richard Johnson.	2	1	0	10	6	0	0	2	0	0	0	0	0	0	1,250
Bisping	do.	Thos. Laura B. Clark.	2	0	0	10	8	0	0	0	0	0	0	0	0	0	4,500
Benton	do.	W. E. Keckley.	2	1	0	10	8	0	0	0	0	0	0	0	0	0	50
Berkley (R. F. D. 3)	Orest Bridge Graded School.	M. L. Savage.	2	1	0	11	19	4	3	4	1	2	1	2	1	1,000	
Berryville	High School.	C. M. Farnum.	4	2	3	17	11	2	12	3	0	2	3	3	3	480	
Big Stone Gap	do.	Herbert H. Young.	3	0	2	14	2	9	12	5	4	2	2	1	2	9	32,500
Blackburg	do.	Miss Emma S. Verby.	3	0	3	7	9	8	13	5	4	2	2	1	2	1,000	
Blackstone	do.	W. R. Wigglesworth.	4	1	1	10	3	6	3	4	2	5	4	2	3	1,680	
Bloydton	do.	Hugh D. Hite (1911).	2	1	0	6	9	1	5	2	5	4	2	0	0	775	
Bridgewater	do.	S. S. Shoemaker.	2	3	1	10	3	6	3	4	2	5	2	0	0	3,000	
Bridle Creek	Academy	John C. Phillips.	3	1	1	12	10	5	7	4	6	2	3	2	2	300	
Bristol	Jefferson School.	Mrs. Virginia Parrish.	4	1	1	23	31	12	17	12	11	8	5	5	2	300	
Broadway	High School.	J. I. Triplett, Jr.	4	1	1	5	11	10	6	2	1	0	0	0	0	1,800	
Brookneal	do.	H. C. Rudin.	2	1	0	3	7	2	2	2	2	2	2	2	0	1,500	
Buchanan	do.	O. L. Huffman.	4	2	1	10	11	5	2	5	6	3	4	2	0	7,700	
Buena Vista	do.	J. Perry McCluer.	4	1	2	5	15	3	10	3	1	3	2	2	0	310	
Burkeville	Hoytakh Agr. H. S.	C. B. Landes, Ph. D.	4	1	2	5	3	2	0	0	2	2	1	3	1	4,300	
Cambria (R. F. D. 2)	Prices Forks High School.	C. E. Koontz.	3	1	0	4	5	3	0	0	0	2	2	1	2	50	
Cape Charles	High School.	Olis M. Clark.	4	1	1	7	5	6	7	5	2	3	0	0	300		
Capeville	do.	V. R. Truitt, A. M.	4	1	1	4	6	0	7	1	2	1	3	1	3	85	
Capron	do.	Miss L. E. Gillette.	3	0	1	2	5	1	5	3	1	3	1	2	1	300	
Cardwell	do.	Francis H. Bear, B. S.	1	4	1	6	1	5	1	1	1	1	1	1	1	3,500	
Ceres	do.	Chas. P. Graham.	3	1	0	7	5	1	0	0	0	0	0	0	0	2,800	
Champ	Sunny Side High School.	R. Lee Chambliss.	3	1	1	6	5	9	0	0	6	1	0	0	0	2,000	
Charlotte Court House	Charlotte High School.	A. Lucius Lincoln.	4	1	1	8	18	1	3	4	1	2	1	2	1	300	
Charlottesville	High School.	James W. Love.	4	3	4	75	107	8	28	11	6	2	7	2	2	225	
Chase City	do.	Grover T. Somers.	4	1	3	11	13	0	16	1	4	4	6	4	4	2,000	
Chatham	do.	W. C. Doughlas.	4	1	0	4	4	0	3	4	0	2	0	0	0	19,500	
Chatham (R. F. D.)	Climax High School.	C. W. Anderson.	3	1	0	6	2	2	10	0	0	0	0	0	0	12,000	
Cheriton	High School	Robert M. Dashiell.	4	3	1	7	2	3	2	7	1	3	1	3	1	588	
Chester	Agricultural High School.	P. M. Tyler.	4	2	2	1	7	2	3	2	4	2	4	0	0	3,050	
Chilhowie	High School	Eugene Neff.	3	2	2	13	15	2	6	4	2	4	2	4	0	200	
Chilhowie (R. F. D. 2)	Riverside High School.	J. Kent Roberts.	3	1	1	11	7	4	2	5	4	0	0	0	0	100	
Chincoteague	Chincoteague H. S.	C. E. Hunter.	3	1	1	5	5	5	2	0	1	0	1	0	1	2,650	
Chincoteague Island.	do.	do.	3	1	1	6	10	6	8	2	2	2	2	1	0	5,900	
Churchland	High School.	W. P. McBeth.	4	1	1	5	2	3	3	4	1	0	4	0	2	4,350	
Churchville	do.	John H. Lyle.	2	1	0	11	8	3	5	3	4	1	0	4	0	350	
Claremont	Graded School.	Kendall P. Birkhead.	2	1	0	3	4	3	3	5	3	1	1	1	1	200	
Clarksville	High School.	Arthur D. Davidson.	2	1	0	12	1	0	5	0	0	0	0	0	0	157	
Clifton Forge	do.	William E. Gilbert.	2	1	0	24	3	13	6	14	4	10	3	9	2	50	
Clifton Station	Clifton High School	Miss Victoria McCoy.	4	4	2	2	3	5	6	3	0	0	0	0	0	300	
Clintonwood	Dickenson County H. S.	Joseph F. Gulick.	4	0	1	2	9	4	5	0	0	0	0	0	0	15,500	
Clover	High School.	J. K. Burch.	4	1	0	2	9	4	5	0	0	0	0	0	0	110	
Columbia	do.	Hugh L. Sulfridge.	3	1	0	9	7	0	0	0	0	0	0	0	0	100	
Courtland	do.	Miss S. V. Shepherd.	2	1	0	9	8	1	2	7	2	2	2	1	1	2,500	
Courtland	do.	N. N. Maynard.	4	0	2	2	11	3	7	2	2	2	2	0	0	61	
Courtland	do.	do.	4	1	1	5	5	3	2	1	5	0	0	0	0	275	

: Value of building and grounds not given.

1 Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates pre- pared for college.		Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
VIRGINIA—contd.																				
	Crabbottom.....	J. I. Burton.....	Dist.....	3	1	1	8	10	8	3	2	1	.....	.....	1	1	1	0	180	\$5,500
	Crewe.....	H. W. Cassman.....	do.....	4	1	3	5	21	3	13	3	12	3	11	3	11	0	0	30	20,800
	Crittenden.....	R. B. Lloyd.....	County.....	3	1	1	4	8	0	3	2	1	.....	.....	0	1	0	1	150	3,000
	Crozet.....	F. Q. Barbee.....	Dist.....	3	1	1	4	8	3	4	1	7	.....	.....	1	2	1	1	200	8,500
	Culpeper.....	T. W. Hendricks.....	do.....	4	1	2	10	12	8	12	4	11	0	6	0	6	0	3	150	15,000
	Cumberland.....	E. M. Terry.....	County.....	4	2	1	6	6	2	3	3	5	2	1	2	1	0	1	150	5,075
	Damascus.....	Frank W. De Fries.....	do.....	3	1	0	12	9	1	6	3	3	2	.....	.....	3	2	3	100	4,900
	Danville.....	Ernest T. McNutt.....	Dept.....	4	1	6	21	45	13	34	9	20	4	12	3	11	3	2	425	25,450
	Danville (R. F. Bachelor's Hall H. S. D. I.).....	Robert Bowling.....	County.....	4	1	0	9	11	3	3	0	0	0	0	0	0	0	.....	126	.....
	Darlington.....	Miss Vedah M. Watson.....	Dist.....	4	0	1	7	11	1	2	0	0	0	0	0	0	.....	.....	35	1,300
	Delaware.....	Aubrey T. Hudgins.....	do.....	14	1	1	3	4	2	2	5	6	.....	.....	1	6	1	0	100	5,500
	Dendron.....	Miss Maggie Taylor.....	do.....	3	0	2	4	10	4	2	3	2	.....	.....	3	2	1	1	118	6,000
	Dinwiddie.....	M. N. Walker.....	do.....	3	1	0	1	1	2	2	3	2	.....	.....	0	3	2	2	224	5,000
	Disputanta.....	Pleasant M. Mills.....	do.....	4	1	1	9	6	1	2	0	2	0	0	0	0	.....	.....	.....	9,500
	Drewryville.....	Jas. T. Gillette.....	do.....	3	1	0	2	10	2	3	1	3	.....	.....	0	0	3	.....	150	1,200
	Driver.....	J. B. L. De Jarnette.....	State.....	4	2	2	6	5	6	6	8	3	2	2	0	0	1	150	7,800	
	Dryden.....	J. E. Carter.....	Dist.....	2	1	0	2	6	8	3	7	.....	.....	.....	2	0	0	72	2,500	
	Dumbarton.....	Miss Margaret Davis.....	do.....	2	0	2	8	3	2	2	.....	.....	.....	.....	2	2	.....	365	0,500	
	Dunbrooke.....	Miss Viola Toombs.....	County.....	3	0	1	4	10	1	5	0	3	.....	.....	0	0	0	2,800	.....
	Dunsville.....	Miss B. Blanche Jones.....	Dist.....	3	0	1	5	1	0	5	0	3	.....	.....	0	3	0	130	16,300	
	East Radford.....	C. V. Shoemaker, supt.....	do.....	3	1	2	18	10	5	14	6	2	.....	.....	0	0	0	210	12,300	
	East Stone Gap.....	Ira L. Wyrner.....	do.....	3	1	1	5	9	5	0	3	4	0	0	0	0	.....	200	3,250	
	Eastville.....	F. F. Taylor.....	County.....	4	1	1	8	7	5	0	4	2	1	0	0	0	1	460	5,075	
	Edinburg.....	S. G. Coe.....	do.....	4	2	0	5	14	4	7	1	5	1	5	1	1	0	500	20,250	
	Elk Creek.....	John M. Cheek.....	State.....	4	3	0	22	18	14	15	8	5	3	7	0	3	0	1	500	20,250
	Elkton.....	B. C. Williams.....	Twp.....	4	1	3	10	10	6	7	1	3	4	2	2	0	0	0	50	6,100
	Emmett, Tenn. (R. F. D. 2).....	Wallace Ruff.....	County.....	3	1	0	4	6	2	5	1	3	.....	.....	1	2	1	2	200	2,250
	Emporia.....	Chas. G. Burr.....	do.....	4	1	4	5	18	6	3	3	6	2	3	2	3	2	3	500	30,450

TABLE 35.—*Public high schools reporting for the school year ended June, 1911—Continued.*

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.												Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.				
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
VIRGINIA—contd.																								
9416	High School.....	W. B. Oates.....	Twp.....	4	1	2	13	10	8	14	6	12	2	2	2	2	2	2	700	\$35,300				
9417	do.....	Henry H. Henderson.....	Dist.....	3	2	0	11	13	5	0	0	1	.....	.....	.....	.....	.....	.....	125	14,500
9418	Stone High School.....	H. L. Graham.....	do.....	3	1	1	16	10	2	6	1	3	.....	.....	.....	.....	.....	.....	200	1,500
9419	do.....	E. C. Leacy.....	do.....	4	1	1	4	13	2	0	0	0	0	0	0	0	.....	.....	75	3,500		
9420	High School.....	Joe H. Green.....	County.....	2	1	0	2	5	0	4	.....	.....	.....	.....	.....	.....	.....	.....	0	1,950
9421	do.....	Robert Sterrett.....	Dist.....	3	1	1	12	8	4	5	2	2	.....	.....	.....	.....	.....	.....	0	5,000
9422	do.....	C. T. Ward.....	Twp.....	4	1	1	2	4	2	1	0	4	0	0	0	0	.....	.....	280	4,000		
9423	do.....	G. W. Rolston.....	Dist.....	3	1	1	13	1	8	2	1	4	0	0	1	2	1	2	310	.....			
9424	do.....	Walter K. Hoch.....	do.....	4	1	1	1	3	1	5	7	4	0	0	0	0	0	.....	100	4,500			
9425	North Staunton High School.....	A. R. Plank.....	do.....	4	1	1	9	10	0	0	0	0	0	0	0	0	.....	.....	.....	4,500	
9426	do.....	C. A. Brown.....	do.....	4	3	0	15	6	3	3	6	4	0	0	0	0	.....	.....	150	12,300		
9427	Catoeba High School.....	I. Maynard De Shazo.....	do.....	4	1	1	12	10	4	3	0	5	0	0	0	0	.....	.....	.....	4,500	
9428	do.....	J. H. Kille.....	do.....	4	1	1	4	11	6	3	4	2	4	2	4	2	3	1	80	4,000				
9429	High School.....	Harry S. Hartman.....	do.....	3	1	0	2	5	6	3	2	0	.....	.....	.....	.....	.....	.....	192	2,700
9430	do.....	D. A. Dutrow.....	Dist.....	4	8	4	49	54	38	52	22	21	18	21	4	21	1	6	600	31,000				
9431	do.....	N. E. Young.....	Dist.....	4	1	1	13	13	4	6	3	1	2	2	.....	.....	.....	.....	100	6,000
9432	do.....	J. C. Gwynn.....	do.....	2	1	0	4	8	5	6	.....	.....	.....	.....	.....	.....	.....	.....	130	3,025
9433	Nickelville.....	R. E. Fugate.....	Twp.....	2	1	0	4	3	3	3	.....	.....	.....	.....	.....	.....	.....	.....	60	2,500
9434	Maury High School.....	G. McK. Bain, M. A.....	Dist.....	4	5	21	132	171	95	140	37	72	23	49	22	44	16	9	300	340,000				
9435	Laskyette High School.....	Miss Lucy G. Keeling.....	do.....	4	0	3	11	9	2	12	2	0	0	0	0	0	0	.....	985	38,000			
9436	North View.....	Wm. T. Allen.....	do.....	4	2	0	1	2	3	3	2	8	0	2	3	2	3	1	0	85	2,500			
9437	do.....	J. H. Ashworth.....	do.....	4	1	2	2	16	3	4	5	11	4	2	2	2	2	1	300	32,000				
9438	do.....	Geo. H. Zeam.....	do.....	4	1	2	17	10	4	9	6	6	0	0	0	0	0	.....	200	13,500			
9439	do.....	Jeff F. Walker.....	Twp.....	4	1	2	11	24	10	28	4	2	2	15	2	13	2	4	.....	.....		
9440	Orange.....	Frederick M. Alexander.....	Dist.....	4	1	3	11	10	6	13	11	11	0	0	0	0	0	.....	300	20,300			
9441	Ottoman.....	O. V. Spedden.....	do.....	4	1	0	7	7	5	4	0	0	0	0	0	0	0	.....	.....	2,000		
9442	Paeonian Springs.....	J. S. Simpson.....	do.....	4	3	0	8	7	4	4	3	2	2	1	1	1	0	.....	60	1,500			

[illegible]

Value of building and grounds not given

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.	Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
VIRGINIA—contd.																					
9488	High School.....	Richard H. Thornton.	Dist.....	4	1	1	8	8	1	2	1	4	0	3	0	3	0	1	150	\$6,500	
9489	do.....	Francis Simmons, A.B.	do.....	4	1	1	0	5	3	2	0	3	0	0	0	0	0	150	3,400		
9490	Spring Creek.....	S. S. Shoemaker.	Twp.....	4	1	0	4	4	4	3	4	3	2	2	2	0	1	0	3,000	3,000	
9491	Marksville High School.	Miss Cora A. Driver.	Dist.....	3	1	1	9	2	4	8	2	2	2	1	0	0	1	0	0	280	
9492	High School.....	E. F. Shewmake, Jr.	Dept.....	4	3	1	20	22	11	20	7	16	7	5	7	5	1	0	150	57,000	
9493	do.....	W. A. Peters.	Twp.....	3	1	0	1	8	2	0	2	0	0	0	2	0	2	0	300	2,250	
9494	do.....	Miss Elizabeth Edwards.	do.....	4	0	2	3	6	3	0	1	6	0	2	0	0	0	315	4,000		
9495	do.....	Ira S. W. Anthony.	Dist.....	4	2	2	11	20	4	8	2	9	4	4	4	4	3	325	18,100		
9496	do.....	Mrs. M. F. Sanford.	do.....	4	0	3	5	12	6	7	0	0	0	0	0	0	0	280	10,700		
9497	Stuarts Draft.....	N. T. McManaway.	do.....	4	1	2	5	4	0	4	0	4	1	1	1	1	1	200	2,100		
9498	Suffolk.....	David T. Duncan.	Dept.....	4	2	2	30	34	9	10	11	15	3	9	3	9	2	300	8,600		
9499	Sussex.....	G. R. Pankye.	Dist.....	4	1	1	3	4	4	3	2	0	1	0	0	0	0	127	6,000		
9500	Tanger.....	John R. Brittingham.	do.....	3	1	1	5	6	3	2	2	0	0	0	0	0	0	0	70	3,300	
9501	Tappahannock.....	W. R. Dunsmuir.	do.....	4	1	0	1	4	5	2	6	7	0	0	0	0	0	1,000	36,200		
9502	Tazewell.....	Mrs. J. Will Stockley.	do.....	4	1	2	27	19	2	6	7	12	3	4	2	3	2	30	1,250		
9503	Temperanceville.....	C. A. Edwards.	do.....	3	0	2	4	9	2	10	2	3	3	3	2	3	0	80	10,000		
9504	do.....	F. E. Roberts.	do.....	4	1	1	5	5	5	4	6	3	3	0	3	0	3	2,000	10,000		
9505	Toma Brook.....	I. N. May.	do.....	3	1	1	15	3	1	9	0	0	2	0	0	0	0	106	3,500		
9506	Trevilians (R. F. D. 1).	R. F. Braden.	Twp.....	3	1	0	4	7	0	0	0	0	0	0	0	0	0	0	250	2,250	
9507	Troutville (R. F. D. 2).	W. G. Irwin.	County.	3	1	0	1	2	1	3	5	4	0	0	5	3	5	2	7,000	4,250	
9508	Turberville.....	Gilbert W. Rolston.	Dist.....	4	1	0	3	10	1	7	1	3	0	0	0	0	0	0	0	7,000	
9509	Unionville.....	A. B.	do.....	4	1	1	10	9	1	6	0	0	0	0	0	0	0	0	0	4,250	
9510	Upperville.....	D. I. Suter.	do.....	2	1	0	3	3	10	5	0	0	0	0	0	0	0	300	2,800		
9511	Urbanna.....	William H. Fox.	Twp.....	3	1	1	15	6	4	2	3	2	0	0	3	2	3	0	125	10,000	
9512	Virginia.....	A. L. G. Stephenson.	Dist.....	4	1	1	0	16	5	7	0	0	0	0	0	0	0	100	2,200		
9513	Wachapreague.....	John B. Peters.	County.	3	1	0	0	3	4	3	3	0	2	0	0	2	0	1	500	5,000	
9514	Wakelind.....	Jesse J. Lincoln, M.A.	Dist.....	4	1	1	3	12	3	10	3	6	0	0	0	0	0	550	10,150		

9515	Warrenton	do	Miss O'Connell	do	1	7	6	4	2	2	3	0	2	0	0	44
9516	Warren	do	Miss O'Connell	do	2	0	7	7	2	0	3	0	3	0	0	30
9517	Wawawai	do	Oscar B. Ryder	County	4	1	17	31	13	6	2	6	6	2	2	200
9518	Waymire	do	A. C. Kirmser	do	3	1	5	9	4	2	1	0	1	0	0	140
9519	Waymire	do	C. L. Green, B. S.	do	3	2	0	6	1	0	0	0	0	0	0	200
9520	Westport	do	C. K. Hollander	do	4	0	5	9	4	2	3	0	1	1	0	250
9521	Weyna Cave	do	do	do	3	2	0	6	1	0	0	0	0	0	0	250
9522	Whaleville	do	do	do	4	0	4	6	1	0	0	0	0	0	0	350
9523	Wicomico High School	do	Mrs. Chase M. Simpson	do	3	1	10	7	0	5	3	6	0	2	3	400
9524	Williamburg	do	Joseph R. Ingram	do	3	1	8	7	5	2	8	11	8	2	3	300
9525	Nicholson High School	do	Eugene N. Helmsbeck	do	4	0	18	15	5	8	3	6	0	1	0	340
9526	Winchester	do	N. D. Cool	do	3	1	18	15	5	8	3	6	0	1	0	250
9527	Windsor	do	R. B. Ashby	Diet.	2	1	7	7	0	0	7	1	3	0	2	100
9528	Wine	do	B. C. Young	do	4	2	13	10	0	7	1	3	0	2	1	250
9529	Woodlawn	do	G. A. Macdonald (1912)	do	4	2	6	13	4	10	3	4	8	3	2	100
9530	Woodstock	do	W. D. G. Wine	do	4	1	15	18	6	12	3	4	3	2	1	1,580
9531	Worham	do	Geo. L. Walker	do	4	1	8	6	8	5	3	2	8	0	3	400
9532	Wytheville	do	James A. C. Hurt	do	4	1	16	16	21	25	4	6	5	5	4	350
WASHINGTON.																
9531	Aberdeen	High School	Geo. B. Miller	Dept.	4	5	62	70	24	32	23	15	18	13	14	350
9532	Almira	do	T. A. Davie	Diet.	4	2	6	8	13	12	4	2	4	2	4	500
9533	Anacortes	do	Wentworth Rogers	do	4	3	18	20	13	12	11	5	1	1	0	200
9534	Arlington	do	Georgina Lancaster, supt.	do	4	0	8	20	7	20	6	10	3	4	1	3,000
9535	Asotin	do	W. J. Jerome, supt.	do	4	2	13	9	5	4	2	4	2	4	2	250
9536	Asotin	do	A. W. Bush	do	4	1	8	9	5	4	2	4	2	4	2	1,500
9537	Bellingham	Whitcomb High School	E. J. Shivers	Dept.	4	1	21	31	18	29	20	16	4	8	2	800
9538	Bickleton	do	T. C. Anderson	Diet.	2	1	85	92	66	107	46	61	40	48	17	800
9539	Black Diamond	do	David Thomas	do	4	0	3	6	1	3	1	3	1	3	1	163
9540	Blaire	do	Levi Clark	do	4	2	4	21	32	9	9	11	2	1	4	200
9541	Bonell	do	H. A. Simmonds	do	3	1	7	14	4	4	1	6	1	4	1	400
9542	Bremerton	Union High School	H. M. Kilgore	do	4	3	33	33	16	18	10	15	7	10	3	26,000
9543	Buckley	High School	Andora Cox	do	4	1	11	11	4	9	3	4	1	2	1	400
9544	Burlington	Lincoln High School	Joseph Reed	do	4	1	17	20	3	5	7	8	5	4	2	425
9545	Burton	Union High School	Elmer W. Emmett	do	4	2	4									

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.	Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7		8	9	10	11	12	13	14	15	16	17	18	19	20	21
WASHINGTON—con.																					
9562	Creston.....	J. W. Lindley.....	Dist.....	3	1	1		4	9	5	2	4	6			0	0			500	\$15,280
9563	Custer.....	R. R. Bell.....	do.....	3	1	0		4	3	4	1	2	1			0	0			300	9,700
9564	Davenport.....	G. C. Countryman.....	do.....	4	3	3		16	14	16	13	11	13	14	6	14	6	9	1	1,000	25,800
9565	Dayton.....	S. F. Atwood.....	do.....	4	1	3		28	27	15	23	11	10	6	10	6	9	1	0	400	20,300
9566	Deep Creek.....	Geo. J. Stringer.....	do.....	4	1	0		4	4	6						0	0			100	5,000
9567	High School.....	Clement E. Studebaker.....	do.....	2	1	1		4	7	2	4									100	5,000
9568	Des Moines.....	L. J. Knapp.....	do.....	4	1	0		4	14	3	3	1	3	0	1	0	1			112	6,375
9569	Dryad.....	P. G. Krueger.....	do.....	2	1	0		6	10	5	5					3	4	0		200	4,100
9570	Edmonds.....	William H. Duggan.....	do.....	4	1	6		11	14	6	15	5	5	3	5	3	5	3	0	225	26,800
9571	Edwall.....	E. M. Blevins.....	do.....	3	1	1		7	6	3	3	4	4	3	2	2	3	2	3	200	16,900
9572	Ellensburg.....	Arthur E. Pope.....	do.....	4	4	5		23	39	16	25	15	17	14	11	10	5	2	1,000	28,750	
9573	Elma.....	Miss Grace L. McGandy.....	do.....	4	1	3		22	12	4	13	9	4	3	6	2	5	1	1,300	2,280	
9574	Endicott.....	John A. Schorenberg.....	do.....	4	2	1		7	9	1	4	2	4	5	3	5	3	3	3	400	125,200
9575	Enslat.....	L. Anvil.....	do.....	3	1	0		3	3	2	1	1	0			1	0			200	1,100
9576	Enumclaw.....	P. F. Toubert.....	do.....	4	1	2		6	7	6	6	3	5	4	5	3	5	3	0	650	80,500
9577	Everett.....	E. C. Roberts.....	Dist.....	4	12	15		103	129	70	95	66	74	26	47	23	42		1,125	203,500	
9578	Fall City.....	Albert Weatherbee.....	do.....	3	1	1		4	3	1	6	1	1	1	1	1	3	0	2	200	4,675
9579	Farmington.....	M. S. Lovelace.....	do.....	3	1	1		9	11	5	6	1	1			0	0				
9580	Ferndale.....	Guy E. Dunning.....	do.....	3	2	1		24	22	4	13	6	4			0	0			350	16,000
9581	Ferndale (R. F. D. 2).....	Miss Fanny M. Austin.....	do.....	3	0	1		5	5	2	3	0	0			0	0			400	\$100
9582	Friday Harbor.....	W. R. Nichols.....	do.....	4	1	1		7	3	3	4	3	4	0	2	0	0			300	2,080
9583	Garfield.....	John Goldthwaite.....	do.....	4	4	3		17	23	9	11	9	11	2	12	2	12	1	4	450	35,000
9584	Gouldendale.....	F. J. Sleeper.....	do.....	4	2	1		9	16	4	5	6	4	9	5	3	4	2	0	300	8,700
9585	Grandview.....	Miss Caroline C. Conners.....	do.....	4	1	3		7	6	11	16	8	8	2	5	2	3			500	26,000
9586	Granite Falls.....	W. H. Ellett.....	do.....	4	1	2		8	9	1	3	2	2	2	1	2	1	1	1	345	20,800
9587	Hamilton.....	Herman Anderson.....	do.....	3	1	1		7	6	3	3	3	2	0		0	0			0	\$700
9588	Harrington.....	Robert E. Gay.....	do.....	4	2	2		4	5	7	8	5	7	2	1	2	0			350	2,900

9349	Hartline.....	do.	John O. Thomas.....	do.	1	4	7	4	2	0	2	3	0	3	0	3	0	400
9350	Hillyard.....	do.	Carl Veronesi.....	Dopt.	1	23	23	12	27	17	13	1	8	1	8	1	194	
9351	Lequien.....	do.	E. L. McJannet.....	Dist.	4	38	38	0	0	0	0	0	0	0	0	0	100	
9352	Linaville.....	do.	Laurence Johnson.....	do.	1	3	3	0	0	0	0	0	0	0	0	0	100	
9353	Livaco.....	do.	Angus Jack.....	do.	1	1	1	0	0	0	0	0	0	0	0	0	100	
9354	Union High School.....	do.	H. M. Wallace.....	do.	1	2	2	0	0	0	0	0	0	0	0	0	100	
9355	do.	do.	W. D. Johns.....	do.	1	9	9	3	2	2	0	1	2	1	1	1	100	
9356	do.	do.	J. B. McPherson.....	do.	1	12	12	11	13	2	0	0	0	0	0	0	100	
9357	do.	do.	J. C. Webster, supt.....	do.	1	13	13	4	16	4	0	0	0	0	0	0	100	
9358	do.	do.	Horace E. Groom.....	do.	1	17	17	12	16	4	0	0	0	0	0	0	100	
9359	do.	do.	Miss E. Gertrude Storer.....	do.	1	22	22	23	29	10	13	8	10	7	4	3	1,000	
9360	do.	do.	H. Roda.....	do.	1	3	3	4	6	8	7	0	4	0	0	0	1,000	
9361	Kettle Falls.....	do.	A. R. Terpening.....	do.	1	14	10	6	10	8	2	3	7	2	7	2	1,000	
9362	Kirkland.....	do.	T. R. McAnally, Ph. D.....	do.	1	2	2	3	3	3	0	0	0	0	0	0	1,000	
9363	La Conner.....	do.	Theodore C. Mountain.....	do.	1	0	0	0	0	0	0	0	0	0	0	0	1,000	
9364	Laconess.....	do.	G. E. Schlauch.....	do.	1	2	2	8	9	11	4	6	9	6	3	5	200	
9365	Lelah.....	do.	C. W. Moore.....	do.	1	3	3	6	5	7	1	3	0	0	0	0	200	
9366	Leavenworth.....	do.	Le Forest McCroskey.....	do.	1	1	1	6	5	7	1	3	0	0	0	0	125	
9367	Lebam.....	do.	C. W. Thompson.....	do.	1	4	10	5	6	7	3	0	3	1	3	1	600	
9368	Linden.....	do.	P. A. Wright.....	do.	1	15	20	10	11	6	10	3	9	3	2	6	500	
9369	Lynden.....	do.	Fred G. Welker.....	do.	1	1	1	1	1	3	7	4	3	3	2	2	50	
9370	Mabton.....	do.	J. E. Lewis.....	do.	1	15	17	15	13	6	7	4	3	3	2	700	8,000	
9371	Marysville.....	do.	Ira Isham.....	do.	1	16	10	4	2	1	1	1	1	1	1	1	200	
9372	Medical Lake.....	do.	F. D. Mack.....	do.	1	6	7	4	2	1	0	1	1	1	1	1	200	
9373	Menlo.....	do.	H. C. Toole.....	do.	1	21	18	5	7	4	3	3	3	3	2	0	600	
9374	Monroe.....	do.	M. A. Garlock.....	do.	1	16	14	8	7	6	5	3	1	3	1	2	300	
9375	Monteano.....	do.	John J. Mackintosh.....	do.	1	21	32	11	15	10	9	3	13	2	8	2	450	
9376	Mount Vernon.....	do.	F. E. Allison.....	do.	1	5	12	5	10	1	3	3	2	3	2	2	650	
9377	Newport.....	do.	do.	do.	1	3	5	0	3	2	3	2	2	2	2	0	500	
9378	Nooksack.....	do.	Melvin Hatfield.....	do.	1	8	2	7	1	3	1	1	1	1	1	1	250	
9379	Northbend.....	do.	Roger E. Williams.....	do.	1	1	1	0	0	0	0	0	0	0	0	0	6,100	
9380	Northport.....	do.	G. C. Hoyt.....	do.	1	102	117	74	87	38	42	3	1	1	1	1	1,500	
9381	North Yakima.....	do.	A. C. Davis.....	do.	1	14	8	9	11	4	2	6	7	2	4	0	1,500	
9382	Oakesdale.....	do.	R. C. McDaniel.....	Dist.	1	1	1	0	0	0	0	0	0	0	0	0	225	
9383	Oakville.....	do.	K. R. Giltner.....	do.	1	1	0	0	0	0	0	0	0	0	0	0	500	
9384	Odesa.....	do.	Wm. Neely.....	do.	1	9	8	0	5	1	1	2	1	2	1	1	800	
9385	Olympia.....	do.	N. Jesse Allen.....	Dopt.	1	52	52	23	35	32	31	15	35	14	20	11	800	
9386	Orling.....	do.	Frank Rademaker.....	Dopt.	1	2	2	7	1	0	0	1	0	1	0	1	1,000	
9387	Outlook.....	do.	J. W. Witt.....	Dist.	1	8	5	4	12	14	8	2	9	2	9	2	140	
9388	Palouse.....	do.	Joseph H. Hallmark.....	do.	1	17	11	16	13	14	8	2	9	2	9	2	500	
9389	Pasco.....	do.	Walter T. Hicks, supt.....	do.	1	15	14	3	9	1	2	0	1	0	0	0	500	
9390	Pe Ell.....	do.	C. M. Revenmough.....	do.	1	0	0	0	0	0	0	0	0	0	0	0	72,000	
9391	Plaza.....	do.	C. F. Brown.....	do.	1	14	10	3	9	1	2	0	1	0	0	0	2,000	
9392	Port Angeles.....	do.	E. W. Collier.....	do.	1	15	12	9	5	10	7	4	5	2	4	2	3,250	
9393	Port Townsend.....	do.	Tillman Peterson.....	do.	1	16	18	5	12	4	6	4	7	4	4	2	2,000	
9394	Prescott.....	do.	A. N. French.....	do.	1	3	10	5	5	4	9	10	7	7	2	7	3,000	
9395	Prosser.....	do.	G. S. Livengood.....	do.	1	10	15	10	16	15	24	14	22	15	9	10	7,500	
9396	Pullman.....	do.	B. F. Hoivis.....	do.	1	36	37	16	15	24	14	22	15	9	10	950		
9397	Puyallup.....	do.	D. L. Hennessy.....	do.	1	39	56	20	30	26	21	22	27	20	26	7	1,000	
9398	Quilicura.....	do.	A. S. Pope.....	Dopt.	1	4	5	8	4	5	0	1	0	5	0	4	500	
9399	Raymond.....	do.	Seymour I. Stone.....	Dist.	1	1	1	1	1	1	1	1	1	1	1	1	70	
			Mary E. Caulkins.....	do.	1	2	5	2	5	0	7	0	0	0	0	0	450	

* Value of building and grounds not given.

* Value of grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
WASHINGTON—CON.																					
9640	Reardan.....	H. M. Skidmore.....	Dist.....	4	2	2	5	6	5	3	5	3	4	3	3	2	3	0	800	1,800	
9641	Renton.....	C. W. Deanblossom.....	do.....	4	2	0	10	11	10	9	0	3	2	2	2	2	1	1	739	15,750	
9642	Republic.....	L. H. Neiras.....	do.....	4	1	1	7	5	3	5	0	1	1	0	1	0	1	0	250	16,500	
9643	Richland.....	M. G. Clark.....	do.....	4	2	1	13	5	2	6	1	1	2	3	2	3	2	0	325	40,500	
9644	Ritzville.....	E. M. Stilwell.....	do.....	4	3	0	30	28	5	7	17	11	4	7	3	6	1	3	650	42,000	
9645	Rockford.....	John C. Almack.....	do.....	4	3	2	11	10	6	5	0	3	0	3	2	2	1	1	1,500	42,000	
9646	Rosalia.....	F. E. Milley.....	do.....	4	3	2	10	17	8	5	0	7	0	3	0	0	2	0	500	18,253	
9647	Roslyn.....	A. F. Panek.....	do.....	4	2	2	8	7	5	8	4	10	3	0	3	2	2	0	800	22,000	
9648	St. John.....	R. J. Baldwin.....	do.....	4	4	10	54	59	44	28	21	32	13	27	10	27	7	10	1,000	23,000	
9649	Seattle.....	Leon M. Kendall.....	Dept.....	4	2	6	368	397	274	240	203	278	115	158	97	108	5,739	95,700			
9650	do.....	Wm. F. Geiger.....	do.....	4	24	45	252	271	81	73	91	103	66	108	33	45	3,085	245,000			
9651	do.....	J. A. Reed.....	do.....	2	6	17	222	311	131	186	71	106	109	37	62	34	33	1,820	1,900		
9652	do.....	James E. McKown.....	do.....	4	20	23	136	154	59	70	107	109	37	62	34	33	1,820	1,900			
9653	do.....	Otto L. Luther.....	do.....	4	4	5	34	25	18	10	7	10	2	8	2	4	500	52,000			
9654	Sedro Woolley.....	S. E. Fleming.....	do.....	4	4	3	22	57	7	11	4	16	2	6	0	6	0	900	36,000		
9655	Shelton.....	Miss Ella M. Krentzel.....	Dist.....	4	4	1	11	20	5	5	0	2	1	2	1	2	1	750	10,000		
9656	Shelton.....	H. Enzo Loop, supt.....	do.....	4	4	0	5	4	2	7	4	0	2	1	2	1	2	1	1,128	43,200	
9657	Skykomish.....	V. V. Shumaker.....	do.....	4	4	1	59	44	37	32	22	30	18	23	18	23	1	3	600	18,800	
9658	Snohomish.....	George C. Howard.....	do.....	4	4	7	8	10	6	7	5	6	1	4	1	4	1				
9659	South Bend.....	Geo. F. Barnes.....	do.....	4	4	1	6	7	5	0	0	0	0	0	0	0	0				
9660	Spangle.....	Irvin E. Moore.....	do.....	4	2	1	504	594	305	326	177	225	127	160	97	154	57	43	3,482	430,000	
9661	Spokane.....	H. M. Hart.....	Dept.....	4	40	42	6	10	7	3	8	4	4	4	4	4	4	1,200	31,500		
9662	do.....	R. T. Hargreaves.....	do.....	4	2	2	3	4	2	10	4	2	7	2	7	2	6	2	460	8,100	
9663	Starbuck.....	Joel Davis.....	do.....	4	2	0	2	9	4	4	4	4	0	0	0	0	0	100	20,100		
9664	Starbuck.....	Geo. W. Callender.....	do.....	4	2	1	3	6	2	4	4	4	0	2	3	1	0	1,300	14,000		
9665	Steinbock.....	H. G. Martin, supt.....	do.....	4	2	2	2	8	10	3	3	4	0	2	0	2	0	2	1,200	22,500	
9666	Stevenson.....	O. F. Glass.....	do.....	4	4	1	1	3	6	3	6	5	6	1	6	1	4	700	26,000		
9667	Sultan.....	Richard J. Schusman.....	do.....	4	1	3	16	16	0	7	0	4	2	12	2	12	1	0	200	42,500	
9668	Sunnyside.....	Merrill F. Hanville.....	do.....	4	1	3	26	27	22	25	5	8	9	14	5	10	5	10			
9669	Sunnyside.....	Carl G. Helm.....	do.....	4	3	3															

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.				Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
WEST VIRGINIA—continued.																				
9716	Elkins.....	C. W. Jackson.....	Dept.....	4	1	4	20	30	5	15	3	1	2	11	2	9	1	6	430	\$65,325
9717	Elm Grove.....	A. W. Curtis.....	Dist.....	2	0	0	12	16	2	7	28	32	19	18	17	18	13	2	400	50,080
9718	Fairmont.....	Perry C. McBee.....	Dept.....	4	5	8	63	80	45	58	7	4	3	2	2	1	2	1,800	88,800	
9719	Flemington.....	S. O. Bond.....	Dist.....	3	2	0	9	6	7	4	4	4	3	2	1	2	1	477	8,450	
9720	Grafton.....	M. M. Brooks.....	Dept.....	4	3	6	25	51	29	34	16	15	14	25	2	14	2	1,000	40,850	
9721	Grafton (R. F. D. 6).....	Albert Jones.....	Dist.....	3	1	1	3	2	4	3	2	2	2	2	0	2	0	2	600	18,100
9722	Harrisville.....	J. H. Hickman.....	do.....	3	2	1	10	13	10	12	5	11	0	8	2
9723	Hedgesville.....	F. M. Miller.....	do.....	4	1	0	6	8	4	2	1	2	2	2	2	3	2	0	200	5,000
9724	Hinton.....	Chas. H. Reinhardt.....	Dept.....	4	4	2	13	14	10	22	6	12	2	2	2	1	1	1,300	93,600	
9725	Huntington.....	J. W. Scott.....	do.....	4	2	0	2	7	25	43	18	22	7	13	0	2	2	400	35,000	
9726	do.....	Miss Lucy E. Pritchard.....	do.....	4	4	3	63	77	43	58	8	2	6	2	4	5	3	1,000	32,000	
9727	Keyser.....	Joe W. Stayman, supt.....	Dist.....	4	2	4	20	27	6	6	6	6	6	2	4	2	4	1,000	25,600	
9728	Kingwood.....	Frank R. Yoke.....	Dist.....	4	2	1	13	10	6	11	1	10	...	...	5	4	0	517	50,000
9729	McMechen.....	B. F. Haight.....	do.....	4	2	4	25	47	16	15	2	8	6	5	4	0	3	400	30,900	
9730	Mannington.....	J. T. King.....	do.....	4	4	2	26	25	14	20	9	19	3	6	3	6	2	600	26,200	
9731	Martinsburg.....	Nelson F. Perry.....	Dist.....	4	1	1	4	6	3	2	2	2	...	...	3	2	1	200	7,700
9732	Mason.....	Cyrus H. Martin.....	do.....	2	1	1	8	13	2	4	...	...	...	...	0	0	0	153	4,100
9733	Masontown.....	Lawrence B. Hill.....	County.....	4	3	2	16	10	15	10	12	15	10	6	10	6	7	350	51,200	
9734	Middlebourne.....	F. B. Lambert.....	Dist.....	4	1	1	8	12	3	4	0	0	0	0	0	0	2	200	4,500	
9735	Milton.....	Roy C. Smith.....	Dist.....	4	2	3	6	16	16	21	10	18	8	13	0	13	6	1,000	76,200	
9736	Morgantown.....	W. M. Kennedy, supt.....	Dist.....	4	4	2	15	37	6	10	8	9	5	3	5	3	3	800	50,500	
9737	Moundsville.....	Miss Josephine Lovell.....	do.....	4	0	2	4	10	7	14	3	17	4	8	1	8	1	825	26,100	
9738	New Cumberland.....	S. M. Broadwater.....	Dist.....	4	4	3	12	20	6	11	8	9	10	7	10	7	2	300	25,500	
9739	New Martinsville.....	C. M. Archer.....	do.....	4	3	0	10	20	2	11	1	5	2	4	2	4	2	600	18,300	
9740	Oak Hill.....	L. S. Wilson.....	do.....	4	3	0	10	20	2	11	1	5	2	4	2	4	2	304	8,300	
9741	Orcutt.....	C. L. Hutchens.....	do.....	2	1	0	14	13	50	71	26	43	20	30	20	30	15	110,000	...	
9742	Parkersburg.....	O. J. Woodford, supt.....	Dept.....	4	7	11	123	130	50	71	26	43	20	30	20	30	15	125	3,100	
9743	do.....	J. Rupert Jefferson.....	do.....	4	2	0	4	5	6	6	4	0	0	0	2	2	2	1,000	26,200	
9744	Phillippi.....	O. J. Woodford, supt.....	Dist.....	4	2	0	5	6	6	6	4	0	0	1	2	2	2	350	6,500	
9745	Piedmont.....	Franklin E. Rathbun.....	do.....	4	2	1	5	9	4	5	4	1	1	7	1	5	1	250	6,500	
9746	do.....	E. H. Finn.....	do.....	4	2	1	7	8	2	13	3	1	0	2	1	0	0	800	30,200	

[illegible]

Value of building and grounds not given.

Changed from 3-year to 4-year course since 1911.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
WISCONSIN—contd.																				
9763	Black River Falls.	Wm. H. Kelly.	Dist.	4	2	3	7	28	14	28	9	22	2	20	2	18			1,350	\$15,000
9764	Blair.	H. M. Halverson.	do.	4	1	2	10	10	11	15	7	11	8	11	7	11	4	4	800	25,870
9765	Blanchardville.	Joseph Stoehr.	do.	4	2	0	11	11	6	13	1	10	6	2	1	6	2	0	650	1,825
9766	Bloomer.	L. A. Sinnicht.	do.	4	1	2	10	8	4	18	1	6	6	5	2	5	0	0	542	2,800
9767	Bloomington.	Erskine L. Jay.	do.	4	2	2	20	21	12	12	11	6	2	0	1	13	0	4	500	
9768	Blue River.	Anton P. Minsart.	Twp.	4	1	0	4	8	4	3	0	0	0	0	0	0	0	0	117	11,350
9769	Boaz.	Mrs. Lillian G. Eddy.	Dist.	2	0	1	5	6	2	1					2	1	0	1	222	
9800	Boscobel.	Wm. C. Knoek, supt.	do.	4	2	3	12	15	9	13	7	10	7	7	2	0	3	1	1,200	15,900
9801	Boyd.	E. J. Mathie.	do.	4	1	1	6	4	1	6	1	0	5	0	2	0	2	0	1,350	10,400
9802	Brandon.	Elmer C. Brown.	do.	4	1	1	12	14	2	11	0	5	0	4	2	0	0	0	306	15,400
9803	Brillion.	A. L. Simon.	do.	4	2	1	16	16	12	14	7	5	4	7	8	6	3	2	1,163	28,120
9804	Broadhead.	Frederic W. Oldenburg.	do.	4	1	1	7	9	10	6	2	5	2	0	2	0			560	46,200
9805	Brooklyn.	F. A. Schmebel.	do.	4	1	1	3	6	1	14	5	5	0	2	0	2			500	13,800
9806	Bruce.	F. J. Young.	do.	4	1	2	3	6	1	14	26	19	27	7	13	7	13	3	2,895	62,500
9807	Burlington.	J. S. Miller.	do.	4	3	5	16	28	14	25	18	27	7	13	7	13	3	0	2,748	7,400
9808	Cadott.	Paul Bergen.	do.	4	1	2	4	9	3	9	3	5	3	0	2	0	3	0	1,000	21,000
9809	Cambridge.	U. T. Cady.	do.	4	1	1	8	11	0	8	5	13	6	3	6	3	2	0	800	30,000
9810	Cambridge.	Irring H. Kriebler.	do.	4	1	2	8	11	3	4	4	7	11	0	4	0	2	0	500	7,500
9811	Campbellsport.	Geo. J. Ritter.	do.	4	2	1	15	7	11	15	7	11	15	7	11	5	7	2	500	17,500
9812	Cashton.	Frank C. Bray.	do.	4	2	1	17	13	10	14	9	14	9	9	9	9	9	0	750	26,200
9813	Cedarburg.	William H. Fromm.	do.	4	2	2	15	13	10	14	9	14	10	12	8	9	1	0	1,800	26,000
9814	Cedarburg.	Wm. Stewart.	do.	4	2	2	23	17	11	12	6	11	2	10	2	6	1	0	1,275	30,125
9815	Chetek.	C. M. Chapman.	do.	4	1	2	14	4	4	4	5	11	10	12	8	9	1	1	2,500	35,000
9816	Chilton.	Geough M. Morrissey.	do.	4	1	4	39	52	49	24	35	22	22	22	20	20	4	4	2,500	37,000
9817	Chippewa Falls.	Albion G. Findlay.	Dept.	4	4	7	12	8	9	7	4	6	1	11	1	11	0	0	1,250	10,800
9818	Clinon.	S. P. Reese.	Dist.	4	1	3	10	26	12	13	7	6	4	3	4	3	1	0	1,000	10,600
9819	Clinonville.	F. L. Kneip.	do.	4	1	2	6	4	5	11	3	0	1	0	1	1	0	0	354	13,000
9820	Cobb.	E. D. Huntington.	do.	4	1	1	0	4	2	9	0	6	2	1	1	1	0	0	600	26,300
9821	Cody.	Miss Imelia J. Slindie.	Twp.	4	1	1	6	12	3	6	0	4	1	0	7	8	4	0	400	
9822	Collins.	Robert Morrison.	Dist.	4	1	1	23	21	20	15	20	18	8	10	8	10	1	2	450	81,000
9823	Columbus.	Fred Thomson, supt.	do.	4	2	5														

1894	Cuba	F. E. Ralph.	do.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521
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1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.				Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
WISCONSIN—contd.																						
9875	Hudson.....	F. R. Hamilton.....	Dist.....	4	2	0	30	37	30	35	22	20	10	27	10	27	0	1	1,000	.....	
9876	Humboldt.....	F. R. Van Keuren.....	do.....	4	1	1	3	3	1	3	0	6	2	3	2	3	0	0	1,600	.....	
9877	Independence.....	Glen P. Junkman.....	do.....	4	1	1	10	7	4	3	2	3	4	2	4	2	3	2	1,000	.....	
9878	Iola.....	B. J. Gallagher.....	do.....	4	1	1	16	7	3	11	8	3	4	2	4	2	4	0	8,000	.....	
9879	Iron River.....	W. R. Rood.....	Twp.....	4	2	1	6	16	3	7	2	3	4	5	4	5	3	2	994	.....	
9880	Janesville.....	H. C. Buell.....	Dist.....	4	8	8	94	80	42	74	31	44	17	43	15	31	3	2	600	.....	
9881	Jefferson.....	E. W. Waite.....	do.....	4	2	1	24	24	19	12	10	16	4	9	4	9	3	3	1,100	.....	
9882	Johnson Creek.....	Howard E. Wilkins.....	do.....	4	1	1	4	0	6	2	1	1	5	2	4	2	4	3	1,200	.....	
9883	Juneau.....	Oscar L. Bauer.....	do.....	4	1	1	13	14	7	9	7	10	8	4	8	4	4	3	1,800	.....	
9884	Kaukauna.....	Leslie P. Bunker.....	Dept.....	4	1	1	20	22	15	22	5	10	12	14	10	14	6	9	1,200	.....	
9885	Kendall.....	Oscar Kiang.....	Dist.....	4	6	0	5	4	10	5	5	5	2	5	2	5	0	1	1,500	.....	
9886	Kenosha.....	O. S. Thompson.....	Dept.....	4	9	1	53	75	38	46	21	26	6	28	6	28	6	9	1,000	.....	
9887	Kewaunee.....	M. McCormick.....	Dist.....	4	1	1	33	27	20	12	14	10	9	5	10	4	5	2	1,635	.....	
9888	Kiel.....	I. H. Rehbeig.....	do.....	4	1	2	17	14	12	6	6	4	9	4	9	4	2	2	2,050	.....	
9889	Lady Smith.....	B. E. McCormick.....	Dept.....	4	10	17	123	143	67	47	49	35	49	58	35	38	23	3	900	.....	
9890	La Crosse.....	E. C. Gotham.....	Dist.....	4	3	2	22	19	11	11	3	15	5	6	4	6	0	1	1,200	.....	
9891	La Farge.....	M. S. Schreder.....	do.....	4	2	5	28	33	15	31	22	11	11	11	11	14	4	6	940	.....	
9892	Lake Geneva.....	Mr. Margaretta Baker.....	do.....	4	4	1	14	8	1	1	3	2	5	2	5	2	2	0	1,200	.....	
9893	Lancaster.....	F. W. Tracer.....	do.....	4	3	1	7	8	1	1	0	1	1	1	1	1	1	0	200	.....	
9894	Linden.....	Chas. E. Lamb.....	do.....	4	2	2	13	21	15	17	0	18	5	13	4	11	1	0	400	.....	
9895	Little Chute.....	P. A. Klumb.....	do.....	4	1	1	9	5	3	5	8	4	10	1	9	1	0	1	700	.....	
9896	Lodi.....	O. D. Witherslee.....	do.....	4	2	1	7	20	5	6	10	1	1	6	1	6	1	0	640	.....	
9897	Lone Rock.....	L. E. Whelan.....	do.....	4	1	1	10	120	100	113	90	80	74	93	44	53	36	32	1,000	.....	
9898	Lyons.....	E. C. Hirsch.....	do.....	4	8	22	18	9	8	7	6	7	6	3	6	3	3	4	426	.....	
9899	Madison.....	Thos. R. L. Jones.....	Dept.....	4	1	3	104	101	44	41	28	20	21	20	21	26	8	10	3,500	.....	
9900	Manawa.....	J. H. Hardgrove.....	Twp.....	4	8	9	109	101	51	67	28	35	30	41	35	38	3	3	1,527	.....	
9901	Manitowoc.....	L. W. Brooks.....	Dept.....	4	5	8	67	70	51	67	28	35	30	41	35	38	3	3	1,527	.....	
9902	Marinette.....	Frank W. Hanft.....	do.....	4	1	2	9	9	11	3	3	4	6	5	4	6	5	0	240	.....	
9903	Marion.....	M. Mortenson.....	Twp.....	4	1	2	9	13	4	5	1	1	3	4	4	3	2	0	240	.....	
9904	Marquesan.....	E. M. Cox.....	Dist.....	4	1	1	9	13	4	5	1	1	3	4	4	3	2	0	240	.....	
9905	Marshall.....	Claude H. Eldred.....	Twp.....	4	1	2	4	12	8	14	1	8	2	6	2	6	2	4	826	.....	

9900	Manfield	McKinley High School	C. W. Otto	4	2	8	20	27	18	81	18	26	17	26	18	7	6	42,000	
9907	Melton	do	W. A. McLaughlin	4	1	1	18	22	12	24	0	1	2	4	15	3	280	9,275	
9908	Melton	do	W. A. McLaughlin	4	1	1	18	22	12	24	0	1	2	4	15	3	1,761	36,500	
9909	Masonville	do	Henry G. Fackinow	4	1	3	6	11	7	10	11	6	6	6	0	0	835	1,000	
9910	Medford	do	J. E. Phillips	4	1	6	24	23	10	23	18	12	6	5	12	5	3,000	78,000	
9911	Mellen	do	W. F. Hoegman	4	2	1	14	18	4	9	0	3	1	7	1	1	1,000	16,150	
9912	Melrose	do	L. A. Wille	4	2	1	0	7	4	9	0	6	3	6	2	3	270	1,411	
9913	Menasha	do	John Callahan	4	4	5	21	25	13	10	16	16	9	13	9	1	1,200	31,000	
9914	Menominee Falls	do	W. J. Arnold	4	3	2	21	20	12	10	11	14	9	13	2	3	1,200	31,000	
9915	Menomonee	do	F. R. Crane	2	3	8	38	30	37	34	20	18	15	18	12	8	3,000	78,000	
9916	Menomonee	do	George A. Works	4	2	7	26	30	40	27	33	27	13	27	5	4	1,000	52,000	
9917	Merrill	do	E. W. McCarty	4	4	6	30	40	27	33	5	5	8	3	3	1	500	8,500	
9918	Merrill	do	Karl Evert	4	1	1	8	5	3	5	5	8	3	3	3	0	600	6,000	
9919	Middleton	do	Charles A. Jahr	4	1	2	12	9	7	11	13	9	5	7	6	1	1,000	35,700	
9920	Milton	do	J. F. Whitford	4	1	3	13	14	7	16	13	10	15	7	14	1	1,000	35,700	
9921	Milwaukee	do	George A. Chamberlain	4	4	19	137	126	85	81	61	59	72	68	44	18	3,800	124,300	
9922	North Division High School	do	Richard E. Krug	4	19	21	316	273	124	95	110	87	63	56	53	26	6	2,400	210,000
9923	South Division High School	do	H. E. Coblenz	4	12	21	283	162	105	100	88	77	48	61	42	60	9	4,361	141,435
9924	West Division High School	do	A. C. Shong	4	15	29	283	266	125	136	84	112	70	93	60	50	40	2,077,000	
9925	Mineral Point	do	R. E. Loveland	4	2	4	16	25	20	32	14	24	19	18	17	4	4	725	41,000
9926	Minequa	do	R. E. Brauser	4	1	2	6	10	4	8	1	2	2	3	2	3	0	500	36,200
9927	Monroe	do	P. F. Neveerman	4	2	2	28	11	21	23	12	14	13	13	11	7	5	1,058	38,000
9928	Montfort	do	James E. Rohr	4	1	3	9	14	9	14	9	7	13	5	9	4	7	1,025	20,000
9929	Monticello	do	Chas. S. Reddy	4	1	1	6	11	3	2	2	7	10	0	0	0	0	8,000	8,000
9930	Medinae	do	Miss Emily M. Corlett	4	1	1	2	3	2	2	3	7	0	1	1	1	240	9,225	
9931	Mount Hope	do	M. V. Boyce	4	0	2	6	9	5	3	2	8	3	5	3	5	1	240	11,000
9932	Mount Hope	do	Jas. F. Diamond	4	3	3	18	14	9	15	9	12	10	13	9	9	2	480	11,000
9933	Mukwonago	do	E. H. Clarke	4	1	1	7	10	2	9	2	7	5	7	2	1	0	900	10,300
9934	Muskegon	do	F. C. Miller																

Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.		
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.					
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
WISCONSIN—contd.																					
9952 9953 9954 9955 9956 9957 9958 9959 9960 9961 9962 9963 9964 9965 9966 9967 9968 9969 9970 9971 9972 9973 9974 9975 9976 9977 9978 9979 9980 9981 9982	High School.	Marion J. Atwood.....	Dist.....	4	1	1	6	10	5	8	5	3	1	3	1	3	1	1	467	\$4,900	
	do.	Warren O. Griffin.....	do.....	4	1	2	10	12	6	8	5	8	4	9	4	9	2	3	400	35,300	
	do.	E. H. Bratberg.....	do.....	4	1	2	10	12	4	4	4	9	10	4	8	4	2	0	800	7,400	
	do.	A. B. O'Neill.....	Dept.....	4	8	19	125	113	83	90	53	64	74	86	49	47	7	10	1,200	145,000	
	do.	Wm. Fowle.....	Dist.....	4	1	3	9	12	13	12	9	9	6	10	6	10	0	1	955	17,500	
	do.	Pardeeville.....	do.....	4	1	2	7	11	8	8	2	3	3	5	7	5	4	1	800	1,400	
	do.	Park Falls.....	C. E. Hullen.....	do.....	4	1	1	12	12	5	10	7	5	3	1	3	1	2	0	836	300
	do.	Patch Grove.....	L. K. Lewis.....	Twp.....	4	1	1	4	6	13	8	3	3	4	1	2	1	2	0	300	10,200
	do.	Pepin.....	T. H. Lacey.....	Dist.....	4	1	1	15	17	4	12	5	2	6	5	7	5	7	2	875	5,700
	do.	Peshigo.....	C. E. Granger, supt.....	do.....	4	1	1	10	17	6	5	2	3	6	5	3	2	1	0	1,251	15,500
	do.	Pewaukee.....	Emanuel M. Paulin.....	do.....	4	1	2	7	8	6	5	2	3	9	5	5	5	1	0	1,300	56,000
	do.	Phillips.....	J. M. Beck.....	do.....	4	1	1	10	17	6	5	2	3	6	5	3	2	1	0	1,700	3,700
	do.	Pittsville.....	Milo N. Wood.....	do.....	4	1	1	7	9	8	8	5	8	5	3	1	5	1	0	1,320	28,500
	do.	Plainfield.....	Richard B. Thiel.....	do.....	4	1	1	7	9	8	8	5	8	5	3	1	5	1	0	1,180	4,500
	do.	Plum City.....	H. B. Austerud.....	do.....	4	1	1	33	36	33	33	22	21	18	32	15	23	10	1	1,550	31,500
	do.	Plymouth.....	John J. Enright.....	do.....	4	2	6	40	43	42	32	11	30	15	29	13	23	3	2	1,785	72,000
	do.	Portage.....	W. G. Clough.....	Dept.....	4	1	3	9	7	13	3	8	13	3	7	3	7	3	0	1,600	5,500
	do.	Port Washington.....	C. H. Buchner.....	Dist.....	4	1	1	2	8	2	9	0	9	2	7	2	7	2	2	649	47,000
	do.	Potosi.....	E. J. Young.....	do.....	4	1	1	17	19	16	12	9	3	11	2	7	3	6	2	2,000	47,000
	do.	Prairie du Chien.....	Nicholas Gunderson.....	do.....	4	1	1	11	9	10	9	8	9	4	12	4	11	2	3	600	15,750
	do.	Prairie du Sac.....	R. S. Babington.....	do.....	4	1	1	9	10	5	11	2	3	2	1	2	1	2	1	700	10,500
	do.	Prentice.....	B. V. Christensen.....	do.....	4	2	2	10	11	6	10	6	8	4	5	4	5	4	3	1,200	21,500
	do.	Prescott.....	Charles C. Olman.....	do.....	4	2	2	11	7	8	6	10	6	4	7	3	3	2	0	2,300	39,200
	do.	Princeton.....	Oscar C. Olman.....	do.....	4	2	2	165	131	67	76	35	59	29	38	24	32	11	11	3,500	188,034
	do.	Racine.....	E. W. Blackhurst.....	Dept.....	4	9	16	185	131	67	76	35	59	29	38	24	32	11	11	1,007	17,000
	do.	Randolph.....	Julius W. Linden.....	Dist.....	4	1	1	7	10	9	3	9	6	7	3	7	3	0	1	1,007	17,000
do.	Readsburg.....	A. R. Clifton.....	do.....	4	1	2	20	25	18	20	20	24	10	14	10	14	8	9	300	8,150	
do.	Reeseville.....	F. C. Hardman.....	do.....	4	1	1	3	3	3	4	4	2	2	2	4	2	4	8	800	41,000	
do.	Rhineland.....	F. A. Harrison.....	Dept.....	4	1	3	25	40	19	30	12	24	10	17	10	17	5	0	464	20,350	
do.	Rib Lake.....	John F. Weinberger.....	Twp.....	4	1	2	5	7	2	5	3	2	3	7	2	7	1	0	900	37,000	
do.	Rice Lake.....	Henry J. Steeps, supt.....	Dist.....	4	4	4	19	33	11	28	20	17	11	16	11	16	1	0	900	37,000	

9983	Richard Center	F. G. Dondha	4	3	1	27	20	29	26	10	21	15	21	16	21	3	2	309	62,000
9984	Ridgeway	H. M. Conine, supt.	4	1	1	23	21	11	15	13	14	11	9	11	4	2	3	267	4,000
9985	Ripon	E. F. Priest	4	1	1	13	16	6	8	2	10	4	6	4	4	0	0	78	22,300
9986	Rosendale	Ralph Q. Kline, B. A.	4	1	1	13	6	22	4	3	10	4	6	4	6	0	0	75	3,500
9987	St. Croix Falls	M. T. Buckley	4	1	1	13	6	22	4	3	10	4	6	4	4	0	0	937	33,000
9988	Sauk City	Eugene A. Jewett	4	1	1	5	8	4	6	3	3	1	5	4	4	3	0	600	1,900
9989	Seneca	F. D. White	4	1	1	5	8	4	6	3	3	1	5	4	4	3	0	600	7,500
9990	Sertonville	Frederick W. Axley	4	2	1	8	13	10	5	4	2	6	7	7	6	4	0	400	30,800
9991	Seymour	D. D. Richardson	4	2	1	12	20	23	10	6	8	7	4	7	7	4	0	1,302	30,800
9992	Sharon	J. P. Powers	4	2	1	23	22	23	10	12	12	4	5	4	4	2	3	654	33,500
9993	Shawano	William Urban	4	2	1	79	68	50	61	37	44	26	41	23	36	11	5	3,000	87,400
9994	Sheboygan	W. H. Luper	4	1	1	13	14	4	12	2	8	1	3	8	10	...	...	1,000	30,000
9995	Sheboygan Falls	John A. Lonsdorf	4	2	1	13	14	4	12	2	8	1	3	8	10	...	...	1,365	20,300
9996	Shell Lake	William J. Slizer	4	1	1	4	4	3	4	2	2	2	3	3	3	...	...	81	4,800
9997	Shiocton	B. F. Adams	4	1	1	4	4	4	4	2	2	2	3	3	3	...	...	1,025	31,000
9998	Soldiers Grove	Fred W. Hein, supt.	4	2	4	18	9	12	10	12	12	8	9	8	8	4	4	1,500	46,500
9999	South Milwaukee	Walter G. Houston	4	5	4	47	49	26	43	19	34	1	9	1	1	6	0	500	30,500
10000	South Wayne	Levies G. Atterton	4	1	1	13	23	5	9	4	12	2	3	2	3	1	0	800	15,500
10001	Sparta	Henry G. Holz	4	1	1	23	15	14	10	12	6	2	6	2	3	1	0	800	19,400
10002	Spooner	R. W. Adams	4	1	1	2	2	7	8	4	6	6	2	2	11	2	0	500	70,800
10003	Spring Green	F. L. Olson	4	1	1	37	14	31	12	27	9	11	21	9	11	4	0	619	12,300
10004	Spring Valley	E. A. Baird, supt.	4	3	5	35	45	25	35	38	30	1	2	0	2	0	1	937	103,500
10005	Stanley	C. R. Bush	4	1	1	9	6	39	33	30	38	1	36	18	31	6	4	204	1,400
10006	Stevens Point	A. F. Elmegreen	4	1	1	31	32	32	27	18	13	13	12	12	12	4	3	1,683	52,000
10007	Stockbridge	G. O. Baring	4	1	1	130	126	102	88	84	98	45	85	27	36	18	23	2,000	350,000
10008	Stoughton	W. J. Webster	4	3	7	15	15	6	10	15	10	12	10	12	10	13	3	500	42,000
10009	Sturgeon	C. G. Stained	4	1	1	5	6	6	4	1	1	0	2	2	2	2	0	500	25,150
10010	Sturgeon Bay	H. A. Schofield	4	1	1	31	32	32	27	18	13	13	12	12	12	4	3	575	12,400
10011	Superior	Asbury T. Conrad	4	10	18	15	15	10	10	15	10	12	10	12	10	13	3	1,573	120,550
10012	Nelson Dewey High School	F. V. Powell	4	1	1	28	23	16	15	10	8	11	10	5	7	2	3	1,600	23,000
10013	Thorp	Henry McLaughlin	4	1	1	4	9	10	15	4	4	5	12	3	2	2	1	562	12,600
10014	Tigerton	W. A. McLaughlin	4	2	1	33	34	31	32	19	22	10	20	10	18	5	0	900	52,500
10015	Templeton	R. E. Snyder	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10016	Two Rivers	F. E. Janssen, supt.	4	2	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10017	Union Grove	Henry T. Emmert	4	2	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10018	Unity	W. F. Levenson	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10019	Verona	D. M. Ryan	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10020	Viola	Donald Hughes	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10021	Viroqua	S. A. Oscar	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10022	Wabeno	William O. Blanchard	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10023	Waldo	L. G. Curtis	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10024	Walworth	Thomas J. Berro	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10025	Washburn	G. F. Loomis	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10026	Watford	Benjamin B. Tighe	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10027	Watertown	John W. Steenls	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10028	Watertown	John W. Steenls	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10029	Waukesha	John W. Steenls	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10030	Waukegan	John W. Steenls	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000
10031	Waupaca	John W. Steenls	4	1	1	12	16	9	8	5	3	4	4	4	4	4	4	1,224	55,000

1 Value of building and grounds not given.

TABLE 35.—Public high schools reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Classification.	Years in course.	High-school teachers.		High-school students.								Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.	
					Men.	Women.	First year.		Second year.		Third year.		Fourth year.		Boys.	Girls.	Boys.	Girls.			
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
WISCONSIN—contd.																					
10032	Waupun.....	Francis R. Nash.....	Hlgh School.....	4	3	5	20	19	18	18	17	18	15	13	5	14	2	8	1,200	\$30,000	
10033	Wausau.....	C. C. Parlin.....	Dept.....	4	6	20	112	102	98	57	50	58	31	47	21	36	8	10	2,344	164,000	
10034	Wausaukee.....	C. J. Kreilkamp.....	Twp.....	4	1	2	7	7	6	13	1	4	4	5	4	4	3	3	1,500		
10035	Wautoma.....	G. E. Daboe.....	Dist.....	4	1	3	11	9	8	12	4	5	6	8	5	8	3	2	1,405	17,500	
10036	Wauwatosa.....	Philip A. Kolb.....	do.....	4	4	3	23	23	20	15	19	17	18	20	16	17	2	0	3,704	61,929	
10037	West Allis.....	T. J. Jones.....	Dept.....	4	3	3	15	17	21	19	12	13	2	6	2	6	2	3	1,000	46,900	
10038	Westboro.....	Charles R. Steinfield.....	Twp.....	4	1	1	2	7	3	4	2	7	5	4	5	1	3	1			
10039	West De Pere.....	L. W. Lyon.....	do.....	4	1	3	4	4	4	4	8	7	1	9	1	6	0		1,500	25,800	
10040	Westfield.....	David L. Swartz.....	do.....	4	1	2	13	15	8	9	6	5	5	6	5	6	0	2	1,100	20,900	
10041	West Salem.....	Geo. E. Sanford.....	do.....	4	1	3	6	10	10	8	1	7	3	3	3	3	1	3	0	800	20,150
10042	Weyauwega.....	E. H. Miles.....	do.....	4	1	2	6	5	10	13	4	6	3	3	7	3	2	0	600	30,275	
10043	Whitehall.....	Miss Emma J. Schulze.....	do.....	4	1	2	13	12	10	13	4	6	3	5	8	3	1	1	900	14,960	
10044	Whitewater.....	C. W. Rittenburg.....	do.....	4	2	6	37	40	18	21	13	9	9	8	8	6	3	0	830	20,200	
10045	Wilmet.....	B. M. Squires.....	Twp.....	4	1	1	6	6	6	6	5	5	4	4	3	3	2	2	300	5,800	
10046	Wilton.....	R. J. McMahon.....	Dist.....	4	1	2	5	5	7	9	6	11	4	8	3	3	5	2	800	25,200	
10047	Winneconne.....	A. Anderson.....	do.....	4	1	2	30	12	9	6	5	8	0	4	0	4					
10048	Winnebago County S. of Agr. and Dom. Econ. High School.....	J. M. Humphreys.....	County.....	2	2	2	30	7	20	8									300	5,500	
10049	Wittenberg.....	Milton V. Jones.....	Dist.....	4	1	2	8	7	5	9	1	9	5	6	5	6	4	0	800	25,000	
10050	Wonewoc.....	Fred G. Bishop.....	do.....	4	1	2	5	9	8	7	5	6	6	0	5	0	2	0	1,200	26,900	
WYOMING.																					
10051	Basin.....	Miss Irma Fesenbeck.....	County.....	4	1	2	9	13	7	15	2	6	2	2	2	2	2	2	25	1,250	
10052	Buffalo.....	C. G. Ames.....	do.....	4	2	3	12	10	7	14	10	11	2	2	2	0	2	0	600	31,000	
10053	Camden.....	Miss Karwood.....	Dist.....	2	0	1	1	4	3	3								25	6,060		
10054	Casper.....	W. S. Jennings.....	County.....	4	3	6	17	12	10	12	5	2	7	1	1	4	1	0	80	3,500	
10055	Cheyenne.....	J. T. Velin.....	do.....	4	4	3	38	49	23	41	12	18	10	17	7	17	4	4	1,200	80,000	
10056	Cody.....	Miss Jennie McGuffey.....	Dist.....	4	1	2	10	15	2	5	1	3	3	1	3	1	3	0	50	15,250	
10057	Erwinson.....	Guy S. Peterson.....	do.....	4	2	3	9	16	2	5	7	9	0	5	0	5	0	5	700	12,000	
10058	Lander.....	Wm. E. Kemp.....	do.....	4	1	1	7	15	6	9	7	9	3	3	3	7	1	1	600	24,500	

10089	Laramie.....do.....	E. E. Baker.....	Dept.....	4	3	3	22	24	14	13	11	10	4	4	2	4	700	65,000
10090	Laurel.....do.....	Edwin E. Miller, supt.	Dist.....	4	1	0	5	9	2	6	0	0	0	0	0	2	484	32,000
10091	Newcastle.....do.....	Leon Fritzner.....	do.....	4	1	1	12	7	6	9	4	2	1	5	0	8	.....	.....
10092	Rawlins.....do.....	Miss Flora H. Krueger.....	do.....	4	2	4	1	1	7	9	5	2	3	7	0	0	.....	.....
10093	Riverton.....do.....	Everett L. Hoxel.....	do.....	4	1	1	1	1	7	8	2	3	0	0	0	0	.....	16,750
10094	Rock Springs.....do.....	P. E. Clement.....	Dept.....	4	2	3	26	37	18	26	5	16	3	6	2	4	1,800	11,000
10095	Sheridan.....do.....	John T. Hawkes.....	do.....	4	2	4	36	47	28	37	18	27	4	10	4	6	1,800	80,000
10096	Shoshoni.....do.....	H. P. Mowatt.....	Dist.....	3	1	0	2	5	0	2	1	0	.....	.....	.....	.....	.....	.....
10097	Sundance.....do.....	A. E. Johnson.....	do.....	3	1	0	2	7	0	12	.....	.....	.....	.....	.....	.....	60	.....
10098	Wheatland.....do.....	A. D. Bolasseau.....	do.....	4	1	2	10	18	4	11	3	9	1	8	1	2	160	8,200

¹ Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911.

Location.	Name.	Principal.	Denomination.	Years in course. ¹		High-school teachers.		High-school students.		Elementary pupils.		Graduates 1911.		Graduates prepared for college.		Volumes in library.	Value of property. ²
						Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ALABAMA.																	
1	Anniston.	Noble Institute.	Rev. James G. Glass.	P. E.	4	0	5	0	80	80	0	21	0	5	0	350	\$45,000
2	Athens.	Trinity Normal Sch. (negro).	Miss Louise H. Allen.	Cong.	2	0	1	1	8	9	124	125	0	5	0	1,000	10,000
3	Birmingham.	Birmingham Seminary.	Misses Compton and Morton.	Nonsect.	5	0	8	0	144	144	0	94	0	21	0	1,200	\$300
4	do.	Central Alabama Coll. (negro).	Dr. Alex. P. Campher.	M. E.	4	2	4	15	25	40	52	154	2	6	1	500	48,300
5	do.	Holy Angels Academy.	Sister Annunciatia, O. S. B.	R. C.	4	0	3	14	26	40	36	40	0	4	0	150	150
6	do.	St. Mark's Academy and Industrial School (negro).	Rev. Chas. W. Brooks.	P. E.	4	0	3	0	36	36	50	270	0	4	0	500	40,500
7	Doz.	John H. Sneed Seminary.	L. F. Cooley.	M. E.	4	2	2	38	59	97	118	242	7	9	6	2	12,500
8	Bridgeport.	Bridgeport Academy.	Joseph I. Reece.	Bapt.	4	2	1	17	12	29	28	40	0	35	0	1,000	2,750
9	Cullman.	Sacred Heart Academy.	Mother M. O'Flalia, O. S. B.	R. C.	4	0	2	0	13	13	0	35	0	26	0	26	\$5,650
10	Dothan (R. F. D. 5).	Mallard Seminary.	Rev. X. M. Fowler, A. M.	M. E.	4	1	2	19	18	37	38	38	0	3	0	3,000	10,000
11	Fairhope.	School of Organic Education.	Mrs. Marietta L. Johnson.	Nonsect.	4	1	2	5	10	15	18	20	0	1	0	4,250	7,600
12	Fairville.	Sherman Indus. Inst. (negro).	F. R. Davis.	Nonsect.	4	1	1	23	32	55	89	90	0	1	0	1,428	7,600
13	Joppa.	Norm. and Indus. Coll. Inst.	Sherman H. Herbert.	Cong.	4	1	2	5	6	11	38	47	2	0	0	1,100	6,120
14	Lum.	Lum High School (negro).	Isom C. Franklin.	Christian.	4	1	0	139	0	139	0	13	0	10	0	2,345	137,000
15	Marion.	Marion Institute.	H. O. Murfee.	Nonsect.	6	7	0	22	22	0	13	0	4	0	1	5,000	\$5,000
16	Mobile.	Academy of the Visitation.	Sister M. Louise Loftus.	R. C.	4	0	5	14	38	52	126	101	3	7	0	200	30,000
17	do.	Emerson Institute (negro).	William B. Smith.	Nonsect.	4	0	2	0	15	15	0	27	0	5	0	100	6,400
18	do.	Hunters (Miss) School.	Sister Lucy.	R. C.	3	0	1	0	13	13	7	47	33	0	0	0	30,000
19	do.	Immaculate Conception Sch.	Miss S. E. Hunter.	Nonsect.	4	0	0	50	0	50	40	0	7	0	0	2,050	231,000
20	do.	St. Patrick's Academy.	Sister M. Xavier.	R. C.	4	0	3	0	17	17	0	80	2	0	0	200	30,300
21	Montgomery.	Barnes School for Boys.	E. R. Barnes.	Nonsect.	4	0	0	57	0	57	25	0	2	0	0	197	5,500
22	do.	Loretto Academy.	John M. Stacker.	Nonsect.	4	4	0	5	3	8	18	15	0	5	2	260	12,500
23	do.	Green Academy.	G. Wallace Gasque.	Cong.	4	1	2	71	45	116	105	67	11	4	5	150	1,600
24	Nat.	Bapt. Collegiate Institute.	A. W. Tate.	Bapt.	4	2	4	12	33	45	320	478	1	4	1	400	15,100
25	Newport.	Bosson Academy.	Rev. Harry C. Dunn.	R. P.	4	1	2	6	10	16	0	0	0	0	0	200	61,000
26	Piegh.	Knox Academy (negro).	W. J. Sanderson.	A. M. E.	4	2	3	14	50	64	100	246	4	7	2	4	3,500
27	Selma.	Paypa University (negro).	Hiram E. Archer.	Nonsect.	2	1	0	0	0	0	0	0	0	0	0	0	0
28	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.	do.
29	Stevenson.	Austin Academy.	N. H. Price.	Nonsect.	2	1	0	0	0	0	0	0	0	0	0	0	0

TABLE 36.—*Private high schools and academies reporting for the school year ended June, 1911—Continued.*

Location.	Name.	Principal.	Denomination.	Years in course.	High school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CALIFORNIA—con.																	
69	Fresno.....	St. John's School.....	R. C.	4	0	4	2	24	26		58		7	4		6,000	\$50,000
70	Hollywood.....	Immaculate Heart College.....	R. C.	4	0	14		105	105								16,000
71	Lordsburg.....	Lordsburg College.....	Breth.	4	0	5	24	23	47			2	3			1,800	101,000
72	Los Angeles.....	Los Angeles Vista School.....	Nonsect.	4	0	6		40	40							2,000	90,000
73	do.....	Cummock Academy.....	Nonsect.	4	0	7		79	79		25		9			1,000	
74	do.....	Girls' Collegiate School.....	Nonsect.	4	0	17		150	150		125		35	15		1,000	
75	do.....	Harvard School.....	P. E.	4	9	0	92		92	79		13	12			1,150	310,000
76	do.....	Immaculate Heart School.....	R. C.	4	0	7		21	21							65,000	
77	do.....	Los Angeles Academy.....	Nonsect.	4	1	3	25	15	40							1,200	1,500
78	do.....	Marlborough School.....	Nonsect.	4	0	13		148	148			20					
79	do.....	Westlake School.....	Nonsect.	4	1	12		115	115		75		17	5		1,600	82,000
80	do.....	Yale School.....	Nonsect.	4	3	1	30		30	15						500	27,000
81	Los Gatos.....	Montezuma Retreat.....	Nonsect.	4	0	9		9	9	7		1		1		630	10,200
82	Marysville.....	College of Notre Dame.....	R. C.	4	0	6		21	21		132		4	1		2,000	11,000
83	Menlo Park.....	Academy of the Sacred Heart.....	R. C.	5	0	8		34	34		25		7				
84	Norhoff.....	Teacher School.....	Nonsect.	4	7	1	51		51			12		10		1,000	60,000
85	Oakland.....	College of the Holy Names.....	R. C.	4	0	9		90	90					9			71,352
86	Palo Alto.....	Castilleja School.....	Nonsect.	4	0	7		65	65	19	30		11	9		40,000	
87	do.....	Harber's (Miss) School.....	Nonsect.	4	0	10	52	47	52	11	29		14	12		150	25,000
88	do.....	Manzanita Hall.....	Nonsect.	4	4	1										45,000	
89	Pasadena.....	Ac. of the Holy Names.....	R. C.	2	0	2		12	12		10		10	3		1,100	158,050
90	do.....	Orion School.....	Nonsect.	4	0	6		35	35							1,025	15,000
91	do.....	Throop Academy.....	Nonsect.	4	12	7	186	64	250		23		33	6	15	1,700	
92	Piedmont.....	Ransom's (Miss) and Bridges's (Miss) School.....	Nonsect.	4	0	9		54	54								
93	Pomona.....	Sister Rose.....	R. C.	4	0	3		11	11				1			150	20,250
94	Red Bluff.....	Sister Mary Joseph.....	R. C.	4	0	7	50	55	55	20	55		7	3			
95	Sacramento.....	Brother V. Leo.....	R. C.	4	5	0			50	156							

95	St. Joseph's Academy.....	R. C.....	4	0	7	48	48	24	3	840	12,150
96	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
97	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
98	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
99	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
100	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
101	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
102	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
103	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
104	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
105	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
106	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
107	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
108	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
109	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
110	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
111	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
112	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
113	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
114	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
115	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
116	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
117	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
118	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
119	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
120	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
121	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
122	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
123	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000
124	St. Joseph's Academy.....	R. C.....	4	0	3	12	12	24	2	250	112,000

1 Value of building and grounds not given.

TABLE 36.—*Private high schools and academies reporting for the school year ended June, 1911—Continued.*

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CALIFORNIA—CON.																	
125	Santa Clara.....	Sister Mary Annunciata.....	R. C.....	4	0	5		37	37				5			10,000	\$50,500
126	Santa Cruz.....	Sister Leonora Gormley.....	R. C.....	4	0	3		14	14				7			650	
127	Santa Rosa.....	Sister Angela.....	R. C.....	4	0	5		18	18				1			800	
128	Shorb.....	Sister M. Marcella.....	R. C.....	4	0	6		33	33		30		9		2	1,000	121,500
129	Sonoma.....	Sister M. Brigid.....	R. C.....	3	0	2		11	11		50	80	5				
130	Stockton.....	Sister Mary Regis.....	R. C.....	4	0	3		23	23		23		5				
131	Vallejo.....	St. Vincent's Convent School.....	R. C.....	4	0	3	7	17	24				3				
132	Watsonville.....	Sister Mary Loyola.....	R. C.....	4	0	7		34	34								
133	Woodland.....	Sister Mary Bertilde.....	R. C.....	4	0	5		45	45		20	94				1,325	
COLORADO.																	
134	Boulder.....	Sister Mary Sinella, B. V. M.....	R. C.....	4	0	6		36	36				6			350	11,000
135	Colorado Springs.....	Rev. Gibson Bell.....	P. E.....	6	5	0	12		12		8					223	20,600
136	do.....	C. C. Wilkinson.....	Nonsect.....	4	1	4	7	11	8							9,000	370,000
137	Loretto.....	Sister Mary Edith.....	R. C.....	4	0	8		51	61		79		6		2		
138	Manassa.....	Frank O. Soule.....	L. D. S.....	4	5	2	74	72	146		12	9	7	2	1	425	21,000
139	Pueblo.....	V. Rev. Hilary Kath.....	R. C.....	3	3	0	26	11	26				1			3,000	56,200
140	do.....	Mother M. Barbara.....	R. C.....	4	0	8		39	39		101		6			1,200	
CONNECTICUT.																	
141	Baltic.....	Sister M. Carline.....	R. C.....	4	1	7		39	39		41		2			1,500	1,300
142	Black Hall.....	C. G. Bartlett.....	P. E.....	4	5	0	23		23				8	7	1	2,000	50,500
143	Bridgeport.....	Miss Marble and Miss Miner.....	Nonsect.....	5	0	5		38	38		12	31	3				
144	do.....	Seth B. Jones.....	Nonsect.....	4	2	0	42		42		24		13	8		2,500	29,000
145	do.....	Vincent C. Peck.....	Nonsect.....	4	3	0	52		52		3		14	12		2,100	20,000
146	Brookfield Center.....	Frederick S. Curtis.....	Nonsect.....	2	2	2	10		10				2			600	40,500
147	Cheshire.....	Paul Klumpke.....	P. E.....	4	9	0	26		26		13		0	5		1,000	70,000

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Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

186	Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.				Volumes in library.	Value of property.
						Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
186	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
187	DELAWARE.																	
187	Dover.....	Wilmington Conference Acad.	Elmer L. Cross.	M. E.	4	4	5	54	39	93			10	9			5,000	\$100,000
	Wilmington.....	Hebbs's (Misses) Sch. for Girls.	Misses Hebb.	Nonsect.	4	0	8		35	35		40	4					
	DIST. OF COLUMBIA.																	
188	Washington (Conn. Ave. and Upton St.).	Acad. of the Holy Cross.	Sister M. Angelica.	R. C.	4	2	8		26	26		20	5				5,000	310,000
189	Washington (8th St. and Md. Ave. S.W.).	Acad. of the Sacred Heart of Mary.	Sister M. Genevieve.	R. C.	4	0	4		25	25	10	60	5				100	50,500
190	Washington (1100 Conn. Ave.).	Acad. of the Visitation.	Mother Mary Agnes Mathewney.	R. C.	5		12		40	40								
191	Washington (1326 Girard St.).	Army and Navy Acad.	Michael Dowd.	Nonsect.		2	0	40		40								25,500
192	Washington (4101 Conn. Ave.).	Army and Navy Prep. Sch.	E. Swavely.	Nonsect.	4	7	0	50		50			8	5			500	65,000
193	Washington (2800 13th St. N.W.).	Belcourt Seminary.	Mrs. Mary B. Somervell.	Nonsect.	6	3	6		50	50			7					
194	Washington (1305 17th St. N.W.).	Eastman's (Misses) School.	Miss Annie H. Eastman.	P. E.	4	0	4		18	18		36	4				200	
195	Washington (1740 P St. N.W.).	Emerson Institute.	Winslow H. Randolph.	Nonsect.	4	4	0	121		121			10	10				15,800
196	Washington (2701 14th St. N.W.).	Fairmont Seminary.	Arthur Ramsey.	Nonsect.	4	0	6		60	60			10				2,000	100,600
197	Washington (1811 I St. N.W.).	Friends' School.	Thomas W. Sidwell.	Friends.	4	4	1	29	27	56	80	50	3	1	3	0	1,600	117,000
198	Washington (19 I St. N.W.).	Gonzaga College.	John C. Gault.	R. C.	4	9	0	143		143			9		5			

[illegible]

Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
GEORGIA.																	
227	Adairsville.....	Cherokee Baptist High School.	Bapt.....	3	1	1	9	13	22	89	119	0	1	0	1	75	\$15,000
228	Athens.....	Jeruel Academy (negro).....	Bapt.....	4	3	1	16	14	30	135	256	6	6	4	4	.....	15,000
229	do.....	Knox Institute (negro).....	Cong.....	4	1	2	15	20	35	60	.....	9	3	2	0	75	61,000
230	Atlanta.....	Marist College.....	R. C.....	4	7	0	65	65	130	.....	.....	.....	.....	.....	.....	4,800	90,500
231	do.....	Peacock's School for Boys.....	Nonsect.....	4	4	0	99	99	99	25	.....	4	.....	4	.....	.....	25,000
232	do.....	Speelman Seminary (negro).....	Bapt.....	4	0	7	.....	124	124	.....	55	.....	8	.....	.....	.....	.....
233	do.....	Washington Seminary.....	Nonsect.....	4	1	8	.....	165	165	10	.....	14	.....	5	.....	2,000	28,000
234	do.....	Woodberry's (Miss) School.....	Nonsect.....	4	1	4	79	42	121	.....	20	.....	3	.....	.....	350	1,800
235	Auburn.....	Perry-Rainey Institute.....	P. E.....	4	2	2	129	75	204	129	.....	8	8	.....	.....	300	31,000
236	Augusta.....	Miss Rose Woodberry.....	Nonsect.....	5	6	0	129	154	283	.....	.....	.....	.....	.....	.....	250	105,000
237	do.....	W. C. Carlton.....	Bapt.....	4	1	4	4	87	91	54	80	5	9	.....	.....	2,600	48,800
238	do.....	Ac. of Richmond County.....	Nonsect.....	4	6	0	30	52	82	.....	.....	2	.....	.....	.....	.....	.....
239	do.....	Sacred Heart College.....	A. M. E.....	4	1	2	13	18	31	25	9	.....	.....	.....	.....	.....	12,000
240	do.....	Faine College (negro).....	R. C.....	4	1	2	13	18	31	25	9	.....	.....	.....	.....	.....	45,300
241	do.....	Summersville Academy.....	Nonsect.....	3	4	2	42	29	70	95	85	4	3	7	4	700	31,000
242	Blackshear.....	Presbyterian Institute.....	Presb.....	4	2	2	42	48	90	53	87	7	8	7	8	1,000	15,400
243	Blairsville.....	Blairsville Collegiate Institute.....	Bapt.....	4	2	2	42	48	90	53	87	7	8	7	8	1,000	15,400
244	Bowman.....	Gibson-Mercer Academy.....	Bapt.....	4	2	2	42	48	90	53	87	7	8	7	8	1,000	15,400
245	Brunswick.....	Selden Norm. and Indus. Inst. (negro).....	Nonsect.....	4	6	3	89	65	154	.....	65	8	6	8	2	1,200	40,150
246	do.....	Heaven Academy.....	Bapt.....	4	2	1	37	18	55	.....	.....	2	0	2	0	500	35,050
247	Cave Spring.....	Georgia Military Academy.....	Nonsect.....	4	9	3	160	190	350	.....	27	.....	.....	.....	.....	2,000	41,000
248	College Park.....	Cyrene Institute.....	Bapt.....	4	3	1	48	43	91	38	43	2	1	.....	.....	150	76,000
249	Cyrene.....	Agnes Scott Academy.....	Nonsect.....	4	4	10	156	156	312	.....	.....	9	.....	8	.....	.....	.....
250	Decatur.....	Donald Fraser School.....	Presb.....	4	2	0	33	33	66	.....	.....	2	.....	2	.....	600	9,200
251	do.....	Draketown Baptist Institute.....	Bapt.....	4	1	1	21	13	34	80	75	2	.....	2	.....	.....	10,000
252	Epworth.....	L. A. Willey, M. A., S. T. B.....	M. E.....	4	1	0	3	13	16	83	59	.....	.....	.....	.....	200	12,250
253	Farmount.....	W. T. H. Harrison.....	M. E.....	3	1	1	19	19	38	40	40	1	.....	.....	.....	.....	6,200
254	Forsyth.....	Farmount College.....	Nonsect.....	3	1	2	34	72	106	148	176	1	3	.....	.....	3,100	14,000
255	Gainesville (R. F. D. 9).....	William M. Hubbard.....	Bapt.....	3	1	1	35	23	58	.....	.....	6	3	6	2	133	10,000
256	do.....	R. E. Robertson.....	Nonsect.....	4	9	1	125	23	148	.....	.....	13	.....	15	.....	1,000	105,000
257	Gainesville.....	H. J. Pearce.....	Nonsect.....	4	9	1	125	23	148	.....	.....	13	.....	15	.....	1,000	105,000

255	Jefferson.....	Martin Institute.....	G. E. Usher.....	Nonsect.....	3	2	1	24	20	44	18	3	14	14	14	500	81,000
256	Lexington.....	Mason Academy.....	H. D. Felsch.....	Nonsect.....	4	1	0	17	12	26	20	14	14	14	260	10,000	
257	Lexington.....	Locust Grove Institute.....	Claude Gray.....	Bapt.....	4	1	5	150	87	237	20	14	14	14	2,500	42,000	
258	Macon.....	Harland Norm. Sch. (negro).....	R. G. von Tobel.....	Cong.....	4	1	0	16	84	100	75	20	0	0	1,000	50,000	
259	do.....	Central City College (negro).....	William M. Holmes.....	Bapt.....	4	0	3	31	46	122	100	91	0	1	1,000	52,000	
260	do.....	Mt. de Sales Academy.....	Mother M. Genesieve.....	R. C.....	4	0	3	46	46	60	60	0	7	0	1,500	100,000	
261	do.....	South Georgia College.....	R. J. Strouhal.....	M. E. So.....	4	0	3	66	101	167	170	123	0	15	500	77,000	
262	Marble.....	Spruelli Military Academy.....	L. M. Spruelli.....	Nonsect.....	4	1	0	23	23	23	85	90	0	1	60	6,573	
263	Milltown.....	Oaklawn Baptist Academy.....	J. C. Wilkinson.....	Bapt.....	4	1	4	23	30	53	85	90	0	1	800	35,000	
264	Mount Zion.....	Mt. Zion Seminary.....	J. C. Coleman, A. B.....	M. E.....	4	2	1	10	17	27	75	85	0	1	800	2,600	
265	Norman Park.....	Norman Institute.....	E. G. Hall.....	Bapt.....	4	1	2	88	72	161	100	6	0	3	400	179,000	
266	Orange.....	Union Hill School.....	W. A. Parsons.....	M. E.....	1	1	0	6	2	8	50	54	0	0	2,000	2,000	
267	Ringgold.....	Ringgold High School.....	J. R. Bryan.....	Nonsect.....	3	1	0	11	11	22	70	71	2	0	1,500	4,200	
268	Rome.....	Darlington School.....	J. R. McCain.....	Nonsect.....	4	3	0	50	47	50	37	61	6	12	2	100	50,850
269	Savannah.....	Beach Institute (negro).....	Miss Bertha Hodges.....	R. C.....	4	5	0	83	30	30	12	58	1	1	300	2,500	
270	do.....	Benedictine College.....	V. Rev. F. Bernard, O. S. B.....	R. C.....	4	0	2	96	87	183	95	216	24	16	800	35,200	
271	do.....	Papa School.....	Miss Nina A. Pope.....	Nonsect.....	4	0	2	15	18	108	216	0	2	6	1,200	41,000	
272	do.....	St. Vincent's Academy.....	A. W. Rees.....	M. E. So.....	4	1	1	95	3	15	18	108	216	0	1,000	7,000	
273	Sparks.....	Sparks Collegiate Institute.....	Sandy Beaver, Jr.....	Nonsect.....	4	9	1	3	15	18	108	216	0	2	200	4,150	
274	Stone Mountain.....	University School for Boys.....	Chas. M. Stevens.....	Cong.....	4	1	3	8	17	25	103	188	0	2	2,350	27,000	
275	Thebes.....	Dorchester Academy (negro).....	Miss Abbie B. Howland.....	Nonsect.....	4	0	2	141	95	236	95	84	8	9	1,000	25,200	
276	Thomasville.....	Allen Normal School (negro).....	R. C. Sharp.....	M. E.....	5	4	1	29	29	29	80	80	5	5	1,000	25,200	
277	Waleska.....	Reinhardt College.....	Mother Aloysius.....	R. C.....	3	0	3	25	23	47	67	49	5	4	100	10,200	
278	Washington.....	St. Joseph's Academy.....	J. R. Speer.....	M. E.....	3	1	1	6	6	6	6	6	6	6	300	85,000	
279	Zebulon.....	Griffin District Institute.....			4	1	4	43	43	43	100	4	3	2	88	31,350	
280	IDAHO.....				4	0	6	16	39	55	14	4	1	1	300	42,700	
281	Boise.....	St. Margaret's Hall.....	Miss Lucy G. Hecker.....	P. E.....	4	0	6	56	32	82	56	14	4	1	300	38,500	
282	do.....	St. Teresa's Academy.....	Sister Mary Clement.....	R. C.....	4	1	4	28	32	60	20	19	12	9	1,600	59,500	
283	Coeur d'Alene.....	Academy of the Immaculate Heart of Mary.....		R. C.....	4	1	4	129	103	232	24	17	12	9	2,100	8,800	
284	do.....	Coeur d'Alene College.....	Rev. J. Jespersen.....	Sw. Luth.....	4	5	4	56	26	82	56	14	4	1	300	42,700	
285	Oakley.....	Cassia State Academy.....	Joseph Mills.....	L. D. S.....	3	2	2	28	32	60	20	19	12	9	1,600	59,500	
286	Preston.....	Oneida State Academy.....	John Johnson, D. B.....	L. D. S.....	4	7	4	129	103	232	24	17	12	9	2,100	8,800	
287	Rexburg.....	Ricks Academy.....	Erna C. Dabry.....	L. D. S.....	4	8	4	172	55	227	27	3	12	3	2,100	8,800	
288	ILLINOIS.....				4	0	3	37	37	37	83	2	2	2	910	85,200	
289	Alton.....	Academy of the Holy Family.....	Mother Bernard Walter.....	R. C.....	4	0	3	37	37	37	83	2	2	2	910	85,200	
290	Anna.....	Union Ac. of Southern Illinois.....	Fred. W. McClusky.....	Presb.....	4	2	3	31	22	53	33	6	5	1	400	35,000	
291	Aurora.....	Aurora College.....	Orrin R. Jenks.....	Adv. Chr.....	4	3	23	31	22	53	33	6	5	1	400	35,000	
292	do.....	Jennings Seminary.....	Miss Bertha A. Barber.....	M. E.....	4	0	8	69	69	69	40	6	6	2	800	70,000	
293	Beaverville.....	Holy Family Academy.....	Sister Marie.....	R. C.....	4	0	4	15	15	15	15	15	15	15	100	100	
294	Belleville.....	Cathedral High School.....	Brother Gustavus S. M.....	R. C.....	2	1	0	25	25	25	150	11	1	1	220	15,250	
295	Bloomington.....	St. Joseph Academy.....	Mother Mary Baptist, O. S. D.....	R. C.....	4	0	6	40	32	72	6	6	6	3	400	24,200	
296	Bunker Hill.....	Bunker Hill Military Academy.....	W. D. Marbury, B. D.....	Nonsect.....	4	3	1	45	88	88	30	3	3	0	1,500	45,000	
297	Chicago (93th and Throop Sts.).....	Academy of Our Lady.....	Mother Mary Aquinata.....	R. C.....	4	2	6	88	88	88	30	3	3	0	1,500	45,000	

: Value of building and grounds not given.

TABLE 36.—*Private high schools and academies reporting for the school year ended June, 1911—Continued.*

Location.	Name.	Principal.	Denomination.	Years in course.		High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.				Volumes in library.	Value of property.
				Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
ILLINOIS—contd.																		
206	Chicago (7430 Ridge Bvd.)	Academy of St. Scholastica....	R. C.....	4	0	4		25	25			1						
207	Chicago (527 Fulton Parkway)	Bergen Hall.....	Nonsect...	4	2	3	4	9	13	15	10	1	2	1	2	250	\$15,800	
208	Chicago (Ashland and Monroe Bvds. and Monroe St.)	Brooks School.....	Nonsect...	4	0	2	1	7	8	14	38							
209	Chicago (18 E. Division St.)	Chicago Latin School.....	Nonsect...	4	4	13	83	37	120	110	70	16	2	16	0	500	46,500	
310	Chicago (2221 Sheffield Ave.)	De Paul High School.....	R. C.....	4	2	6		95	95			17				1,000		
311	Chicago (4746 Madison Ave.)	Faulkner School.....	Nonsect...	4	0	5		40	40	28	112	5		2	2,000		12,500	
312	Chicago (330 Webster Ave.)	Francis W. Parker School.....	Nonsect...	4	8	3	32	35	67	91	101	6	5	5	1	5,100	92,125	
313	Chicago (4651 Drexel Bvd.)	Harvard School.....	Nonsect...	4	4	1	36		36	65		5		5		300	11,000	
314	Chicago (1444 W. Division St.)	Holy Family Academy.....	R. C.....	4	2	4		22	22	12	100	3		1	200	43,000		
315	Chicago (1515 N. Oakley Ave.)	Josephinum Academy.....	R. C.....	4	0	7		70	70			5						
316	Chicago (4600 Ellis Ave.)	Kenwood Institute and Loring School.....	Nonsect...	4	0	8		76	76	5	160	17		8				
317	Chicago (442 Wellington Ave.)	Lakeview Institute.....	Nonsect...	4	0	5		34	34	4	37	6		2	700	20,000		
318	Chicago (3225 W. Foster Ave.)	North Park College.....	Sw. Ev....	3	3	0	20	10	30	12	14	4	2	4	1	1,800	61,200	
319	Chicago (1338 Oregon Ave.)	Notre Dame Academy.....	R. C.....	2	0	1		7	7									

320	Chicago (3107 W. Van Buren St.)	Our Lady of Providence Academy	Sister St. Louisa	R. C.	4	0	0	177	177	106	10	1,000
321	Chicago (3041 St. Bernard's High School)	St. Bernard's High School	Sister Athanasia	R. C.	4	0	7	90	90	100	9	321
322	Chicago (118 Central Ave.)	St. Catherine's Academy	Sister Mary Joseph	R. O.	4	0	4	30	30	100	10	450
323	Chicago (9413 Star Ave.)	St. Cyril's College	Rev. Anastasius J. Kredt	R. C.	4	7	0	131	131	13	10	5,000
324	Chicago (4228 Cottage Grove Ave.)	St. Francis Xavier Academy	Sister Mary Isabel	R. C.	4	0	7	168	168	39	39	50,675
325	Chicago (11715 State St.)	St. Louis Academy	Sister St. Aubert	R. C.	4	1	2	13	13	2	2	640
326	Chicago (1031 Cypress St.)	St. Mary's High School	Sister Mary Hilary	R. O.	4	0	15	354	354	87	87	700
327	Chicago (2303 Park Ave.)	St. Patrick's Academy	Sister Mary Ignatius	R. C.	4	0	5	48	48	4	4	25,200
328	Chicago (9517 Commercial Ave.)	St. Patrick's High School	Sister Mary Geraldine	R. C.	4	0	5	54	54	5	5	90,000
329	Chicago (3141 Jackson Blvd.)	St. Philip's High School	Rev. Benignus Hall	R. C.	4	10	0	155	155	130	28	2,000
330	Chicago (4707 Vincennes Ave.)	Starrett School for Girls	Mrs. H. E. Starrett	Nonsect.	4	1	13	75	75	30	8	1
331	Chicago (4313 Drexel Blvd.)	Stevan School for Girls	Miss Louella M. Wilson	Nonsect.	4	0	5	50	50	2	2	10,000
332	Dakota	Interior Academy	Rev. G. W. Karstetter	Reformed	4	3	17	5	22	2	1	1,000
333	Detroit	St. Teresa's Academy	Very Rev. J. Murphy	R. C.	4	0	2	16	33	49	13	50
334	Dixon	Rock River Military Academy	H. L. Threlkeld	Nonsect.	4	3	0	13	13	50	6	85,200
335	East St. Louis	St. Theresa's Academy	R. C.	4	0	4	0	4	20	50	6	75,000
336	Elgin	St. Ignace Academy	F. W. Henselmeyer	Nonsect.	4	4	9	43	37	20	6	2,000
337	Elmhurst	Proseminar	D. Irwin, D. D.	Ger. Ev.	4	8	0	133	133	18	20	2,011
338	Evanson	Visitation Academy	Sister M. Victoria	R. C.	4	0	4	23	23	56	1	1,000
339	Galesburg	St. Joseph's Academy	Sister M. Victoria	R. C.	3	0	3	44	46	18	0	20,000
340	Geneseo	St. Joseph's Collegiate Institute	F. E. Rice	Presb.	4	2	10	34	44	5	0	19,500
341	German Valley	Pleasant Prairie Academy	A. F. Beyer, D. D.	Reformed	4	3	0	17	20	2	3	476
342	Godfrey	Monticello Seminary	Mrs. Myra C. Erickson	Nonsect.	6	0	11	126	126	1	9	3,700
343	Highland Park	Northwestern Military Acad.	Col. H. P. Davidson, Surg.	Nonsect.	4	6	0	82	82	15	6	200,000
344	Jacksonville	Northwestern Military Acad.	Very Rev. John W. Crowe	R. C.	4	0	2	30	60	40	2	1,500
345	Joliet	St. Mary's Academy	Mother M. Euclid	R. C.	4	0	4	60	60	3	1	103,000
346	Kankakee	St. Joseph's Academy	Sister St. Arcadius	R. C.	4	0	4	18	18	2	2	60,100
347	Kankakee	St. Joseph's Academy	Allen H. Carpenter	Nonsect.	4	6	0	25	25	40	5	32,500
348	Knoxville	St. Alban's School	Lucien F. Sennett, A. M.	P. E.	4	0	7	38	38	40	6	3,100
349	La Grange	Nashville Academy	Sister Mary Rose	R. C.	4	0	3	30	30	8	2	200
350	Manitowish	Our Lady's Academy	Sister L. Loretta	R. C.	4	0	0	8	8	51	12	160,000
351	Manteno	St. Patrick's Academy	Sister M. Loretta	R. C.	4	0	9	85	85	30	10	156,000
352	Momence	Morgan Park Academy	Harry D. Abells	Nonsect.	4	0	4	35	35	60	1	2,250
353	Morgan Park	St. Angela's Academy	Sister M. Hildegardis	R. C.	4	0	4	140	140	15	19	5,000
354	Morris	Frances Shimer School	W. P. McKee	R. C.	4	0	4	74	74	2	8	1,255
355	Mount Carroll	Mount Morris Academy	John E. Miller	Eapt.	4	0	1	129	129	116	2	2,250
356	Mount Morris	St. Mary's Academy	Sister M. M. Bartley, O. S. B.	Brath.	4	0	1	22	22	116	3	5,000
357	Nauvoo	St. Mary's Academy	Sister M. M. Bartley, O. S. B.	R. C.	4	0	1	22	22	116	3	5,000

Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.		High-school teachers.		High-school students.		Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
						Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.		
1	2	3	4	5	6	7	8	9	10	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	17	18
ILLINOIS—contd.																	
357 Onarga.....	Grand Prairie Seminary.....	Rev. Henry H. Frost.....	M. E.....	4	1	3	74	56	130				7	6	3	1	\$55,917
358 Ottawa.....	Pleasant View Lutheran Col.....	Rev. L. A. Vigness.....	Luth.....	4	4	0	29	4	33	35	23	3	3			2,000	38,500
359 do.....	St. Xavier's Academy.....	Sister Mary Ursula.....	R. C.....	4	0	5		43	43			10				1,500	100,250
360 Paris.....	Palmer Academy.....	Edward Willsey.....	Nonsect.....	4	1	1	5	5	10							50	400
361 Peoria.....	Spalding Institute.....	Rev. Brother Albert.....	R. C.....	4	4	0	56		56			7				400	10,500
362 Port Byron.....	Port Byron Academy.....	M. J. Yollon.....	Conf.....	4	2	1	20	27	47			0	6			1,000	82,000
363 Quincy.....	St. Mary's Academy.....	Mother Mary Magdalen.....	R. C.....	4	0	6		33	33			100				5	10,500
364 Rock Island.....	Villa de Charal.....	Sister M. Agnes.....	R. C.....	4	0	10		52	52			62	11			2,000	
365 St. Anne.....	Academy of St. Anne.....	Sister St. Getule.....	R. C.....	4	1	3	12	12	12	45	80					2	
366 St. Charles.....	Mount St. Mary's Academy.....	Mother M. Thomasina.....	R. C.....	4	0	2	47	19	19			75				50	20,000
367 Springfield.....	Academy of the Sacred Heart.....	Mother M. Thomasina.....	R. C.....	4	0	6	47	47	47			3				2,500	60,000
368 do.....	Bettie Stuart Institute.....	Miss Anne H. Brooks.....	Nonsect.....	4	1	5	0	53	53	32	23	5				2,654	150,250
369 do.....	Concordia College.....	Rev. Reinhold Pieper, A. B.....	Ev. Luth.....	5	4	0	174	65	174			23				5	
370 do.....	St. Joseph's Ursuline Academy.....	Mother Ursula.....	R. C.....	4	0	6	50	50	50	100						3,000	97,000
371 Sycamore.....	Waterson Hall.....	B. Frank Fleetwood, D. D.....	P. E.....	4	0	7	15	21	36	9		16				275	13,000
372 Toulon.....	Toulon Academy.....	Lewis A. Morrow.....	Nonsect.....	4	1	2	137	23	137			0	4			1,000	165,000
373 Upper Alton.....	Western Military Academy.....	Col. Albert M. Jackson.....	Nonsect.....	4	8	2	11	15	26			2	2			5,500	5,150
374 Vermilion Grove.....	Vermilion Academy.....	Arthur C. Bailey.....	Friends.....	4	1	2	28	44	72	30	46					5,000	58,000
375 Westfield.....	Westfield College.....	Reverend F. Dougherty, D. D.....	Breth.....	4	6	4											
376 Woodstock.....	Todd Seminary for Boys.....	Noble Hill.....	Nonsect.....	2	2	0	15	15	15								
INDIANA.																	
377 Bloomington.....	Friends' Bloomingdale Acad.....	Mrs. Caroline M. Hill.....	Friends.....	4	4	4	36	45	84			5	8			800	15,500
378 Connersville.....	Elmhurst School for Girls.....	Miss I. B. Creaster and Miss C. L. Sumner.....	Nonsect.....	4	0	4		14	14			1				1,100	77,500
379 Culver.....	Culver Military Academy.....	Lt. Col. L. R. Gignalliat.....	Nonsect.....	4	24	0	339	63	339			48	25			4,900	650,000
380 Fairmount.....	Fairmount Academy.....	Charles L. Coffin.....	Friends.....	4	3	3	69	21	122			8	8			748	20,026
381 Ferdinand.....	Immaculate Conception Acad.....	Sister M. Benedicte, O. S. B.....	R. C.....	4	0	4		21	21			18					
382 Fort Wayne.....	St. Augustine's Academy.....	Sister Mary Henrietta.....	R. C.....	4	40	6		33	33								

[illegible]

Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
IOWA—continued.																	
431	Dyersville.....	Brother Charles Aul.	R. C.	3	2	0	27	20	27	106	6	0	0	0	0	0	0
432	do.....	Sister M. Callista.	R. C.	4	0	3	11	17	28	65	45	3	4	3	4	350	\$28,900
433	Eagle Grove.....	Sacred Heart High School.	R. C.	4	1	1	3	5	8	65	15	8	0	2	1	1,200	61,000
434	Elk Horn.....	Lutheran High School.	Luth.	4	1	1	3	5	8	65	15	8	0	2	1	1,200	61,000
435	Emmetsburg.....	St. Mary's Academy.	R. C.	4	0	3	17	37	37	34	14	1	9	0	2	1,600	35,500
436	Epworth.....	Epworth Seminary.	M. E.	3	1	1	17	33	50	34	14	1	9	0	2	1,600	35,500
437	Fairbank.....	Rev. P. S. Stocum.	R. C.	3	1	3	10	20	30	45	50	2	8	1	5	1,600	35,500
438	Forest City.....	Rev. Wm. Donohue.	Luth.	4	5	2	52	7	59	55	13	6	4	4	4	300	1,300
439	Fort Dodge.....	Waldorf Lutheran College.	R. C.	4	0	4	24	24	24	14	14	14	4	4	4	300	1,300
440	do.....	Corpus Christi Academy.	R. C.	4	0	2	14	14	14	14	14	14	4	4	4	300	1,300
441	do.....	Sister Mary Basil.	R. C.	4	4	10	66	106	171	18	26	1	0	2	3	300	1,300
442	Grand Junction.....	C. V. Findlay, R. S.	Nonsect.	4	4	0	6	8	14	18	26	1	0	2	3	300	1,300
443	Hawarden.....	Sister Mary Hilda.	R. C.	4	0	2	6	8	14	18	26	1	0	2	3	300	1,300
444	Independence.....	Rev. M. Bradley.	R. C.	4	1	1	4	13	17	30	49	1	1	1	1	1,600	61,000
445	Ionia.....	Very Rev. F. O. Dowd.	R. C.	4	1	2	1	11	12	29	33	1	1	1	1	1,600	61,000
446	Iowa City.....	Rev. Father Puets.	R. C.	4	0	1	1	7	8	38	45	1	1	1	1	1,600	61,000
447	do.....	W. A. Willis.	Nonsect.	4	1	3	54	83	107	14	6	16	9	2	14	125	1,800
448	do.....	Rev. A. J. Schuler.	R. C.	4	1	3	13	35	48	58	64	2	14	1	12	600	41,000
449	Iowa Falls.....	Sister M. Amodeo.	R. C.	4	0	3	18	18	18	68	64	8	4	5	2	6,000	166,000
450	Jewell.....	Miss Ida F. Meyer.	Nonsect.	4	5	5	117	79	196	15	29	1	3	1	3	500	36,500
451	Keokuk.....	N. J. Lohr.	Luth.	4	4	5	21	35	56	15	29	1	3	1	3	500	36,500
452	La Porte City.....	Sister Felicitas.	R. C.	4	1	4	13	25	38	60	47	0	1	1	1	500	36,500
453	Le Mars.....	Rev. James Taken.	R. C.	4	0	2	1	11	12	60	47	0	1	1	1	500	36,500
		Right Rev. Mgr. F. X. Fuenstein.	R. C.	4	1	1	2	15	17	17	17	17	17	17	17	500	36,500
454	do.....	Western Union College.	Un. Ev.	4	2	2	11	5	5	12	10	6	0	4	0	1,500	76,000
455	Lyons.....	D. E. Thomas.	R. C.	4	4	0	4	80	80	165	15	15	15	15	15	1,500	100,300
456	Manchester.....	Sister Mary Oswald.	R. C.	4	0	4	4	14	18	34	17	0	2	2	2	500	36,500
457	Marcus.....	Sister M. Clare.	R. C.	4	0	2	4	14	18	34	17	0	2	2	2	500	36,500
458	Marshalltown.....	Sister Mary Bernardine.	R. C.	4	0	2	30	30	30	36	66	4	4	4	4	500	36,500
459	Muscatine.....	Very Rev. J. J. Fitzpatrick.	R. C.	4	3	2	80	45	75	2	10	1	4	1	4	500	36,500
460	do.....	Father F. Leonard.	R. C.	4	0	2	21	21	21	21	21	21	21	21	21	50	1,200

400	Neola.....	Rev. A. J. Drexler.....	R. C.	4	1	3	11	26	37	7	8	3	7	1	7	1	6	300	4,200
401	Nevada.....	J. C. Larnen.....	Adv.	6	1	2	28	30	30	7	8	3	3	7	1	6	300	25,000	
402	New Providence.....	Albert F. Styles.....	Nonsect.	4	1	2	31	41	73	7	10	9	9	7	1	5	3,000	12,000	
403	Orange City.....	Thomas F. Welmers.....	Rel'd.	4	4	4	48	47	73	19	10	6	6	10	5	5	5,000	35,000	
404	.....do.....	George M. Futer.....	Bapt.	4	4	4	18	19	15	11	11	1	1	1	0	1	1,000	10,000
405	Ossian.....	Rev. J. A. Barry.....	R. C.	3	0	2	3	25	28	23	23	1	1	0	1	2	350	20,100	
406	Ottumwa.....	M. J. Phillips, D. D.....	R. C.	4	0	4	8	35	47	11	13	5	5	12	4	10	300	2,550	
407	Pleasant Plain.....	T. F. Hudley.....	Friends	4	1	1	16	31	47	11	13	5	5	12	4	10	400	10,200	
408	Salem.....	Fred C. Lebert, Ph. B.....	Friends	4	0	1	16	31	47	11	13	5	5	12	4	10	2	1,000	
409	St. Joseph's Academy.....	Sister Mary Ernesta, B.V.M.....	R. C.	4	0	2	71	10	158	28	23	6	6	8	6	8	1,800	37,000	
410	Union.....	Thomas F. Tobin.....	Nonsect.	4	0	2	71	10	158	28	23	6	6	8	6	8	1,800	37,000	
411	Washington.....	Sister Mary Philippa.....	R. C.	4	0	2	25	26	26	30	5	5	5	4	1	0	1,415	55,000	
412	Waterloo.....	Sister M. Raphaela.....	R. C.	3	0	2	25	25	26	30	5	5	5	4	1	0	1,415	35,500	
413	Waverly.....	Aug. Engelbrecht.....	Ev. Luth.	4	5	0	9	11	20	3	5	4	4	2	2	0	.....	.....
414	West Branch.....	Howard T. Jones.....	Friends	3	1	1	10	14	24	24	24	1	1	2	2	0	.....	.....
415	Whittemore.....	Rev. E. L. Dullard.....	R. C.	4	1	1	10	14	24	24	24	1	1	2	2	0	.....	.....
KANSAS.																			
477	Abilene.....	Sister M. Leo.....	R. C.	4	0	2	27	15	27	6	18	0	0	1	.....	.....	75	40,800
478	Atchison.....	Miss Sarah G. Walton.....	Nonsect.	4	1	5	15	70	10	18	18	0	0	1	.....	.....	80	2,100
479	Concordia.....	Sister Louise.....	R. C.	4	0	5	6	70	72	30	30	3	3	2	3	1	2,000	20,100	
480	Eudora (R. F. D. 2).....	Charles T. Moon.....	Friends	4	1	1	6	6	10	15	14	4	4	2	4	2	2,000	3,100	
481	Eureka.....	Morton M. Newcomb.....	Nonsect.	4	3	4	26	31	99	12	15	4	4	2	4	2	2,000	14,000	
482	Fort Scott.....	Chas. Manchester, D. D.....	Adv.	4	2	1	7	17	24	4	12	1	1	2	1	2	600	15,500	
483	Fowler.....	John Howard.....	Friends	4	1	3	24	25	49	12	12	1	1	2	1	2	600	7,000	
484	Haviland.....	Henry H. Townsend.....	Friends	4	1	3	29	36	65	10	10	2	2	5	0	2	500	6,125	
485	Hays.....	Rev. Henry Kuepfer.....	R. C.	3	9	0	65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
486	Hawatha.....	G. B. Merritt.....	Rapt.	4	2	4	17	27	44	65	65	1	1	3	1	3	3,800	40,000	
487	Kansas City.....	Rev. Patrick McInerney.....	R. C.	4	1	4	27	29	56	17	17	31	31	10	1	1	3,500	1,500	
488	Leavenworth.....	Sister M. Annetta.....	R. C.	4	0	8	65	65	65	65	65	6	6	2	1	1	801	60,500	
489	.....do.....	Sister Vincent Marie.....	R. C.	4	2	0	72	63	135	25	25	1	1	1	1	1	2,700	103,743
490	McPherson.....	Charles Herpe.....	Swed. Ev.	4	4	6	62	63	135	8	8	14	14	8	8	8	600	10,500	
491	Newton.....	Rev. J. H. Langenwalter.....	Mennonite	4	6	1	11	15	8	27	27	1	1	8	8	8	1,500	25,000	
492	North Branch.....	Miss Josephine A. Smith.....	Friends	4	1	2	4	19	19	38	38	3	3	3	3	3	800	1,400	
493	Oswego.....	Thomas J. Marshall.....	Presb.	4	2	8	19	25	25	25	25	2	2	6	6	6	800	1,400	
494	Paola.....	Mother Jerome.....	R. C.	4	0	1	26	26	26	26	26	2	2	6	6	6	800	1,400	
495	St. Paul.....	Sister M. Thomas.....	R. C.	4	0	1	5	17	23	40	40	1	1	6	6	6	300	55,000	
496	Wichita.....	Sister Louis.....	R. C.	4	1	3	82	20	102	40	40	4	4	6	6	6	2,000	55,000	
497	Winfield.....	Adolphus W. Meyer.....	Luth.	4	7	2	20	20	102	40	40	4	4	6	6	6	2,000	55,000	
KENTUCKY.																			
498	Anchorage.....	W. G. Lord.....	Nonsect.	4	1	2	25	25	25	12	23	3	3	3	2	2	600	10,400	
499	Bartonsville.....	James D. Black, L.L. D.....	M. E.	4	2	6	50	44	94	94	94	3	3	8	2	2	2,500	96,000	
500	Bowling Green.....	Sister Ursula.....	R. C.	4	0	2	14	14	14	14	14	1	1	1	1	1	300	36,000	
501	Buckhorn.....	Harvey S. Murdock.....	Presb.	4	3	0	20	10	30	123	63	4	4	4	3	2	300	20,400	
502	Campbellsville.....	J. W. Peary.....	Nonsect.	3	1	2	41	36	77	45	40	6	6	4	4	4	300	20,400	
503	Campbellsburg.....	W. G. Welborn.....	Bapt.	4	1	1	19	26	45	50	50	5	5	4	4	4	800	30,000	

1 Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
KENTUCKY—contd.																	
504	Campbellsville...	Wm. L. Dawson.	Presb.	4	1	0	9	12	21	49	39	1	3	1	3	1,000	\$5,200
505	Clinton...	Paul and John Nichols.	M. E. So.	4	3	0	65	30	95	16	14	4	3	4	3	1,000	25,200
506	Corbin...	Wm. S. Banks.	P. E.	3	1	3	11	9	20	49	46	1	1	1	0	500	25,200
507	Covington...	Sister Lauretta.	R. C.	4	0	3	28	28	56	28	28	1	4	1	0	2,100	13,000
508	do.	Sister Mary Arnella.	R. C.	4	0	4	28	28	56	28	28	1	4	1	0	5,000	...
509	do.	George Ley, S. M.	R. C.	3	2	0	42	44	86	60	60	7	4	4	240	400	...
510	do.	Mother Walburga.	R. C.	4	0	10	54	44	98	44	44	2	4	2	1,500	400	45,000
511	Elkton...	W. P. Mathoney and W. O. Batts.	M. E. So.	4	3	0	54	7	61	85	12	2	0	2	0	1,500	45,000
512	Frankfort...	Sister Regina Fidelis.	R. C.	4	0	1	7	6	13	8	12	0	0	0	0	600	4,000
513	do.	Miss Bertha Scott.	Nonsect.	4	0	2	7	6	13	8	12	0	0	0	0	600	4,000
514	Frenchburg...	W. B. Jamison.	Presb.	4	0	1	4	2	6	46	40	1	1	1	1	1	26,000
515	Harrodsburg...	W. E. Newson.	A. M. E.	4	0	1	4	2	6	46	40	1	1	1	1	1	6,000
516	Hazard...	S. A. D. Jones.	Bapt.	4	1	2	7	20	27	147	128	1	0	1	0	300	21,000
517	Hazel Green...	W. D. Willoughby.	Christian.	4	2	4	31	21	52	165	135	4	1	3	0	1,400	45,250
518	Hindman...	Miss Ethel De Long.	Nonsect.	3	1	3	12	9	21	92	123	4	1	3	0	2,000	26,000
519	Jackson...	Chas. A. Leonard, M. A.	Presb.	3	2	1	7	15	22	92	123	4	1	3	0	500	25,400
520	Jett...	Mrs. Eudora I. South.	Nonsect.	4	0	1	8	7	15	32	27	9	4	0	1	200	12,000
521	Kingswood...	Rev. J. W. Hughes.	Nonsect.	4	0	1	72	58	130	32	27	9	4	0	1	200	25,000
522	Lexington...	Sister Imelda.	R. C.	3	0	3	20	28	48	100	100	2	2	2	0	300	12,000
523	do.	Miss Ella M. Williams.	Nonsect.	4	0	3	20	28	48	24	20	2	2	2	0	300	12,000
524	London...	J. C. Lewis.	M. E. So.	4	2	2	37	31	68	172	155	2	4	2	0	1,250	100,300
525	Loat Creek...	G. E. Drushal.	Brethren.	4	1	9	28	41	69	37	61	2	4	2	0	100	6,500
526	Louisville...	Sister Mary G. Jenkins.	R. C.	4	0	5	23	23	46	23	23	2	2	2	0	...	...
527	do.	Sister Francesca.	R. C.	4	0	3	11	11	22	64	64	10	10	10	2	...	...
528	do.	Miss Anderson and Miss Waters.	Nonsect.	4	0	6	50	50	100	45	45	4	4	4	4	1,500	20,200
529	Louisville (Beechmont).	W. H. Fritchett, A. M.	Nonsect.	4	5	1	55	...	55	...	...	4	...	4	...	1,500	20,200
530	Louisville...	Sister Bernardine.	R. C.	4	0	4	53	53	106	...	...	4	...	4	...	1,273	100,400

[illegible]

Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volume in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
LOUISIANA—contd.																	
572	Monroe.	St. John's College.	R. C.	3	2	0	26	8	26	84	6	4	4	4	—	200	\$4,000
573	New Iberia.	Fasnacht's Graded School.	Nonsect.	4	0	2	6	73	8	6	111	5	—	—	1	500	2,500
574	New Orleans.	Academy of the Sacred Heart.	R. C.	4	0	10	—	47	—	—	—	—	—	—	—	—	—
575	do.	Home Institute.	Nonsect.	3	1	6	212	47	212	149	36	20	20	10	2,000	20,000	—
576	do.	Jesuit High School.	R. C.	4	19	0	—	—	—	—	—	—	—	—	—	—	—
577	do.	Loyola College.	R. C.	2	2	0	54	4	64	46	45	—	8	8	—	800	8,000
578	do.	Laurel College (negro).	Epist.	4	0	3	7	17	4	11	18	30	2	—	—	800	8,000
579	do.	Pine Institute.	Nonsect.	3	0	4	—	12	12	30	33	—	4	4	—	365	30,400
580	do.	Robert Institute.	R. C.	4	9	0	175	175	48	90	—	15	9	8	1,000	—	—
581	do.	St. Leo's College.	R. C.	3	3	7	—	—	—	—	—	—	—	—	—	—	—
582	do.	St. Mary's Dominican College.	R. C.	4	0	2	27	27	27	—	—	—	4	4	—	—	—
583	do.	St. Simon's School.	R. C.	3	0	2	—	18	18	—	—	—	6	6	—	—	—
584	do.	St. Vincent's Academy.	R. C.	4	5	5	39	43	82	287	264	7	1	5	1	3,000	135,000
585	do.	Straight University (negro).	Nonsect.	4	0	8	—	—	—	—	—	—	7	1	—	—	—
586	New Roads.	Ursuline Academy.	R. C.	4	0	8	22	20	53	90	122	1	7	1	5	600	10,000
587	Thibodaux.	Ursula Academy.	Nonsect.	3	1	2	45	—	45	83	—	5	—	—	—	300	12,700
588	Thibodaux.	Ursula Academy.	R. C.	3	2	0	—	—	—	—	—	—	—	—	—	—	—
MAINE.																	
589	Athens.	Thibodaux College.	R. C.	3	2	0	—	—	—	—	—	—	—	—	—	—	—
590	Bethel.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
591	Bluehill.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
592	Bucksport.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
593	Charleston.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
594	Dracut Mills.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
595	East Machias.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
596	Farmington.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
597	Fortune.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

[illegible]

Value of building and grounds not given.

TABLE 36.—*Private high schools and academies reporting for the school year ended June, 1911—Continued.*

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.			High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MARYLAND—contd.																	
632	Baltimore (St. Paul and 24th St.)	Girls' Latin School.	Nonsect.	4	0	6		34	34		7	12	12		12	1,143	
633	Baltimore (Ashland and Ashland Ave.)	Institute of Notre Dame.	R. C.	4	0	6		19	19							3,000	\$510,500
634	Baltimore (310 West Hoffman St.)	Milton Academy.	Nonsect.	4	5	2	74	4	78			12				500	8,000
635	Baltimore (954 Harlan Ave.)	Sister Ferdinand.	R. C.	4	0	6		96	96				7			5,000	72,000
636	Baltimore (901 N. Charles St.)	University School for Boys.	Nonsect.	3	4	0	33		33			5		5			53,000
637	Calonsville.	Mt. De Sales Ac. of the Visitation.	R. C.	4	0	8		45	45				8			4,000	
638	do.	St. Timothy's School.	R. C.	4	0	7		68	68		33	9		2			
639	Chevy Chase.	Chevy Chase Coll. and Sem.	Nonsect.	4	0	5		83	83			19				1,000	115,000
640	Colorado.	West Nottingham Ac.	Nonsect.	4	3	1	31	10	41			7	3	7	3	250	1,150
641	Cumberland.	La Salle Institute.	R. C.	4	4	0	56		56	17		4				6,000	25,300
642	Frederick.	Frederick College.	Nonsect.	4	2	1	14		14	12	29					200	25,000
643	La Plata.	McDonough Institute.	Nonsect.	4	3	4	11		32	8	5					1,000	20,000
644	Leonardtown.	Leonard Hall.	R. C.	4	2	0	27		27	40						4,000	33,880
645	do.	Sister Immacula.	R. C.	4	0	3		34	34	8	68	10		1		500	35,000
646	McDonogh.	Sidney T. Moreland.	Nonsect.	3	2	0	48		48	102							
647	Millsville.	John P. Burdett.	Nonsect.	4	2	2	18		17	35	3	0	2				
648	Mt. Washington.	Sister M. Fidelis Partridge.	R. C.	4	0	5	30		30	3	51						
649	Pikeville.	Miss Mary M. Livingston.	Nonsect.	2	0	3	3		8	11	12	15					
650	Port Deposit.	Thomas S. Baker, Ph. D.	Nonsect.	4	20	8	202		202	164		23		20	1	13,466	1,361,780
651	do.	Mrs. Charlotte Newell, Dean.	Nonsect.	4	1	7	45		45	114		114		10			
652	Relietown.	Miss Anna L. Lawrence.	P. E.	4	1	0	50		50	80		6		10		1,200	75,300

[illegible]

Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.		High-school teachers.		High-school students.		Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
						Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MASSACHUSETTS—continued.																	
683	Cambridge.....	Browne and Nichols School.....	G. H. Browne and Rev. W. Reed.	Nonsect.....	5	5	0	50	.....	50	.....	15	.....	14	.....	500	\$36,500
684	Concord.....	Middlesex School.....	Frederick Winsor.....	Nonsect.....	6	13	0	112	.....	112	.....	16	.....	16	.....	5,000	500,000
685	.....do.....	St. Andrew's School.....	Thomas N. Eckfeldt.....	Nonsect.....	4	5	0	26	.....	26	.....	9	.....	12	.....	500	40,000
686	Danvers.....	St. John's Preparatory School.....	Brother Benjamin.....	R. C.....	4	12	0	185	.....	185	.....	18	.....	16	.....	900	257,000
687	Duxbury.....	Partridge Academy and Duxbury High School.....	Alton H. Harford.....	Nonsect.....	4	2	16	18	.....	34	.....	3	.....	3	.....	75	.....
688	.....do.....	Powder Joint School.....	Henry P. Moulton, Jr.....	Nonsect.....	4	6	0	60	.....	60	.....	12	.....	9	.....	2,500	50,000
689	East Brewster.....	Sea Pines School for Girls.....	Rev. Thomas Hickford.....	Nonsect.....	4	1	4	34	.....	34	.....	38	.....	33	.....	5,800	172,000
690	Easthampton.....	Williston Seminary.....	Joseph H. Sawyer.....	Cong.....	4	14	1	199	.....	204	.....	23	.....	40	.....	7,400	685,582
691	East Northfield.....	Northfield Seminary.....	Miss Lucy J. Brooks (acting).....	Nonsect.....	4	1	20	236	.....	236	.....	28	.....	1	.....	790	75,500
692	Fall River.....	Convent of Jesus Mary.....	Mother St. Charles, R. J. M.....	R. C.....	3	0	3	6	.....	6	.....	4	.....	1	.....	.....	.....
693	.....do.....	Dominican Academy.....	Sister M. Bertrand.....	R. C.....	4	0	3	13	.....	13	.....	4	.....	5	.....	.....	.....
694	.....do.....	Holy Union of the Sacred Hearts.....	Rev. Mother Marie Helena.....	R. C.....	4	0	4	33	.....	33	.....	16	.....	45	.....	.....	.....
695	Fitchburg.....	St. Joseph's High School.....	Sister M. Frances.....	R. C.....	4	0	4	24	.....	24	.....	15	.....	3	.....	1	300
696	Franklin.....	Dean Academy.....	Arthur W. Pease.....	Univ.....	4	7	11	108	.....	218	.....	45	.....	18	.....	31	7
697	Groton.....	Groton School.....	Rev. Endicott Peabody.....	P. E.....	6	19	0	160	.....	160	.....	20	.....	25	.....	2,000	225,000
698	.....do.....	Lawrence Academy.....	Arthur J. Clough.....	Nonsect.....	4	5	0	36	.....	36	.....	12	.....	12	.....	2,000	75,500
699	Harvard.....	Bromfield Academy.....	Alpha F. Leonard.....	Nonsect.....	4	2	13	24	.....	37	.....	2	.....	4	.....	2	1
700	Hatfield.....	Smith Academy.....	W. G. Park.....	Nonsect.....	4	1	2	9	.....	26	.....	5	.....	4	.....	0	260
701	Haverhill (Bradford).....	Bradford Academy.....	Miss Laura A. Knott, A. M.....	Nonsect.....	4	1	11	130	.....	130	.....	25	.....	5	.....	5	167,000
702	Haverhill.....	St. James High School.....	Rev. James O'Doherty.....	R. C.....	3	2	3	42	.....	102	.....	8	.....	18	.....	2	0
703	Hingham.....	Dorby Academy.....	Miss Sarah G. Robinson.....	Nonsect.....	4	0	2	4	.....	10	.....	13	.....	0	.....	1	.....
704	Lawrence.....	St. Mary's Girls' High School.....	James T. O'Reilly.....	R. C.....	3	3	3	34	.....	34	.....	11	.....	11	.....	.....	.....
705	Lowell.....	Academy of Notre Dame.....	Sister Constantine.....	R. C.....	4	0	5	39	.....	39	.....	80	.....	8	.....	1	2,000
706	Lynn.....	Lynnholm Private School.....	Mrs. G. W. Osgood.....	Nonsect.....	4	0	2	9	.....	9	.....	4	.....	8	.....	8	500
707	Marion.....	Taber Academy.....	Chas. E. Pethbridge.....	Cong.....	4	3	3	19	.....	25	.....	7	.....	2	.....	2,100	93,000

[illegible]

Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.		Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Value of property.			
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.		Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
MICHIGAN—contd.																		
754	Big Rapids.....	Ferris Institute.....	W. N. Ferris.....	Nonsect.....	4	19	4	300	350	650	260	240	28	21	22	20	2,600	\$130,000
755	Detroit.....	Academy of the Sacred Heart.....	L. Gerardin.....	R. C.....	4	0	7	.....	36	36	.....	58	.....	.....	.....	.....	3,240	.....
756	.....	Detroit Home & Day School.....	Miss Ella M. Liggett, A. B.....	Nonsect.....	5	1	21	.....	174	174	36	156	30	30	13	.....	3,650	105,000
757	.....	Detroit University School.....	Frederick L. Bliss.....	Nonsect.....	4	12	1	127	.....	174	115	7	22	16	.....	.....	2,310	175,000
758	.....	Holy Trinity School.....	Mother M. Caritas.....	R. C.....	4	0	2	.....	54	54	.....	.....	4	.....	.....	.....	100	.....
759	.....	Our Lady of Help High Sch.....	Rev. James Wheeler.....	R. C.....	4	1	1	.....	25	25	.....	.....	6	.....	.....	.....	350	1,600
760	.....	St. Vincent's Academy.....	Sister M. Clotilda.....	R. C.....	4	0	4	.....	57	57	.....	.....	7	.....	.....	.....	780	15,550
761	Escanaba.....	St. Joseph's High School.....	Sister M. Estelle.....	R. C.....	4	0	3	21	34	55	.....	.....	1	7	.....	.....	125	1,150
762	.....	St. John's School.....	Sister Mary Xavier.....	R. C.....	4	1	3	9	16	25	.....	.....	.....	.....	.....	.....	.....	.....
763	Grand Rapids.....	Boys' Catholic Central H. Sch.....	Sister Mary Beatrice.....	R. C.....	4	4	6	146	155	166	.....	.....	20	8	.....	.....	.....	.....
764	.....	Calvin College.....	Albertus J. Roeks.....	Ref'd.....	4	9	0	116	39	155	.....	.....	4	9	2	0	2,000	35,000
765	.....	Girls' Catholic Central H. Sch.....	Sister M. Philomena.....	R. C.....	4	0	10	130	130	130	.....	.....	4	29	2	.....	2,225	24,800
766	.....	Eastman Private School.....	Miss M. Allida Eastman.....	Nonsect.....	4	0	4	1	11	12	12	7	0	.....	.....	.....	150	10,700
767	.....	Molitt's (Miss) School.....	Sister Mary Sophie.....	Nonsect.....	4	0	3	.....	41	41	18	25	10	.....	.....	.....	300	51,000
768	.....	Sacred Heart Academy.....	Sister Mary Seraphica.....	R. C.....	4	0	4	.....	10	10	.....	36	2	.....	.....	.....	2,600	.....
769	.....	Academy of the Sacred Heart.....	Madame Adelaide Smith.....	R. C.....	4	0	4	.....	10	10	.....	.....	.....	.....	.....	.....	2,300	16,000
770	Hancock.....	St. Patrick's School.....	Rev. T. J. Athfield.....	R. C.....	4	0	10	125	163	288	.....	.....	14	.....	.....	.....	2,700	25,114
771	.....	Adolphian Academy.....	Eugene F. Dresser.....	7th D. A.....	3	3	4	.....	23	44	16	30	2	0	.....	.....	.....	.....
772	Jackson.....	St. Mary's "Star of the Sea" S.....	Rev. E. M. Cullinane.....	R. C.....	4	1	2	17	14	31	.....	.....	2	.....	.....	.....	1,400	75,800
773	Lake Linden.....	St. Ann's Academy.....	Sister M. Ambrosia.....	R. C.....	4	0	2	5	31	36	.....	.....	2	10	.....	.....	1,900	25,000
774	Laurium.....	Sacred Heart High School.....	Sister M. Albert.....	R. C.....	4	0	4	50	62	112	.....	.....	6	7	6	0	10,737	250,000
775	Marquette.....	St. Mary's College & Academy.....	Mother M. Mechthildis.....	R. C.....	4	0	20	184	184	184	.....	.....	19	1	.....	.....	200	25,000
776	Marquette.....	Ursuline Academy.....	Mother M. Angela.....	R. C.....	4	0	3	1	11	12	10	25	0	1	.....	.....	200	1,500
777	Port Huron.....	St. Frederick's School.....	Sister M. Marie.....	R. C.....	4	0	1	.....	15	19	.....	.....	0	.....	.....	.....	.....	.....
778	.....	St. Stephen's School.....	Sister M. Marie.....	R. C.....	4	0	1	.....	31	42	.....	.....	0	2	0	1	.....	.....
779	Saginaw W. S.....	St. Andrew's Academy.....	Rev. H. P. Maus.....	R. C.....	4	0	2	3	20	23	45	100	3	.....	.....	.....	350	50,100
780	St. Ignace.....	Ursuline Academy.....	Rev. Mother Angela.....	R. C.....	4	0	4	.....	23	53	.....	.....	.....	.....	.....	.....	600	15,800
781	Sault Ste. Marie.....	Loretto Academy.....	Mother M. Hilandina.....	R. C.....	4	0	0	.....	55	53	.....	.....	.....	.....	.....	.....	1,315	.....
782	Spring Arbor.....	Spring Arbor Seminary.....	Harold A. Millican.....	Fr. Meth.....	4	2	4	42	34	76	35	39	6	7	6	3	750	61,000
783	Sutton's Bay.....	St. Michael's School.....	Sister M. Sylvester.....	R. C.....	4	0	2	2	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
784	Traverse City.....	Holy Angels Academy.....	Mother M. Consalva.....	R. C.....	4	0	3	11	23	34	.....	.....	1	.....	.....	.....	200	.....

MINNESOTA.	Albert Lee	Luther Academy	Jacob E. Thoen	3	52	35	57	11	12	11	11	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MISSISSIPPI—CON.																	
830	French Camp Academy.....	Rev. F. L. McCue.....	Presb.....	4	3	0	95	14	107	95	6	10	9	9	9	300	\$31,000
831	Greenville.....	Miss A. L. Lowenstein, Ph. D.....	Nonsect.....	4	0	4	3	17	107	17	8	8	8	8	8	500	1,500
832	Grenada.....	Rev. J. R. Countiss.....	M. E. So.....	4	0	4	3	88	107	88	52	25	25	25	1,000	85,000	
833	Holly Springs.....	T. W. Raymond, D. D.....	Presb.....	5	1	3	17	27	88	121	240	7	4	4	500	73,000	
834	Jackson.....	M. M. Fonton.....	A. M. E.....	4	4	1	37	30	67	190	160	7	4	4	1,200	76,000	
835	do.....	Luther G. Barrett.....	Bapt.....	4	4	5	37	30	67	190	160	7	4	4	1,200	100,000	
836	Louisville.....	A. E. Lowry.....	Luth.....	2	1	0	8	15	23	75	125	3	9	9	75	2,000	
837	Meridian.....	Rev. Caesar S. Ledbetter, A. B.....	Cong.....	2	1	2	39	49	88	103	145	9	4	8	3	500	6,025
838	do.....	J. Beverly F. Shaw.....	M. E.....	4	3	2	8	15	23	75	125	9	4	8	2	200	20,150
839	Natchez.....	Brother Albert.....	R. C.....	3	0	41	20	20	41	115	117	5	2	2	200	25,150	
840	do.....	St. Joseph's School.....	R. C.....	3	0	2	125	110	235	110	117	5	4	4	347	84,000	
841	Newton.....	Rev. M. E. Melvin, A. M.....	Bapt.....	4	5	6	140	140	280	140	140	10	8	8	1,000	105,000	
842	Port Gibson.....	Rev. Wm. M. Green.....	Presb.....	4	0	7	52	52	104	52	9	6	6	6	3	1,000	93,500
843	Vicksburg.....	Brother Rodolph.....	R. C.....	4	4	1	78	78	156	78	9	14	6	6	1,500	40,500	
844	do.....	St. Aloysius College.....	R. C.....	4	4	1	78	78	156	78	9	14	6	6	3,000	59,500	
845	Washington.....	Jefferson Military Academy.....	Nonsect.....	4	4	0	27	27	54	27	8	12	6	6	1,000	55,000	
846	West Point.....	Robert A. Burton.....	Christian.....	4	6	10	62	62	124	62	8	12	6	6	1,000	55,000	
847	Winona.....	H. M. Thompson.....	Bapt.....	4	2	1	3	6	9	40	80	8	8	8	2,000	5,500	
MISSOURI.																	
848	Appleton City.....	G. A. Thellmann.....	Nonsect.....	4	2	1	47	42	89	1	1	3	9	9	750	16,500	
849	Boonville.....	T. A. Johnston.....	Nonsect.....	4	11	0	113	47	160	47	10	5	17	14	2,300	130,000	
850	Camden Point.....	F. G. Richards.....	Christian.....	4	1	3	47	69	116	44	23	4	4	1	350	26,000	
851	Chillicothe.....	Sister Machulda.....	R. C.....	4	0	3	23	23	46	44	48	6	6	6	500	4,000	
852	Clyde.....	W. T. Batchelor, A. M.....	R. C.....	2	0	4	13	14	27	5	5	0	1	1	200	22,400	
853	College Mound.....	McGee Holiness College.....	Holiness.....	4	3	1	13	14	27	5	5	0	1	1	3	5,250	
854	Columbia.....	University Military Academy.....	Nonsect.....	4	3	1	30	30	60	30	5	3	3	3	3	1,500	31,500
855	Conception.....	Conception College.....	R. C.....	4	6	0	63	63	126	63	13	3	7	3	2,000	60,000	
856	Concordia.....	St. Paul's College.....	Ev. Luth.....	0	0	0	142	142	284	142	142	17	17	17	17	60,000	

527	Edgerton	Edgerton	Edgerton	19	5' 10"	160	Fair	Medium	1st Lieut.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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Value of building and grounds not given.

TABLE 36.—*Private high schools and academies reporting for the school year ended June, 1911—Continued.*

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MISSOURI—contd.																	
883	St. Louis (5407 Clemens Ave.).	Smith Academy.....	Nonsect...	5	10	4	117		117	125		12		10		750	
885	St. Louis (2051 Park Ave.).	Walther College.....	Ev. Luth...	4	5	1	26	8	34	51	26	5	4			2,000	\$22,500
886	Springfield.....	Loretto Academy.....	Mother Evangeline.....	4	0	15		204	204		178						
887	Weaubleau.....	Weaubleau Christian College.....	Christian...	4	2	2	10	18	28							500	15,700
MONTANA.																	
888	Anaconda.....	St. Peter's School.....	R. C.....	4	0	2	2	13	15								
889	Bozeman.....	W. A. Gosmer.....	7th D. A.....	3	2	1	4	5	9	5	8					250	16,350
890	Butte.....	Catholic High School.....	R. C.....	4	0	8	53	102	155			8	21	4	5	500	21,000
901	Deer Lodge.....	St. Mary's Academy.....	R. C.....	4	0	3		18	18	15	50		3				
902	Helena.....	Mt. St. Charles College.....	R. C.....	4	10	0	35	35	16			5		4		900	270,000
903	do.....	St. Vincent's Academy.....	R. C.....	4	0	9		75	75		59					450	72,000
904	Miles City.....	Ursuline Convent of the Sacred Heart.....	R. C.....	4	1	1		5	5	10	40						
905	Missoula.....	Loyola High School.....	R. C.....	4	3	0	17		17								
906	do.....	Sacred Heart Academy.....	R. C.....	4	0	5		49	49				5		1	1,260	121,800
907	St. Peter.....	Mount Angela Academy.....	R. C.....	4	0	2		6	6		30						
NEBRASKA.																	
908	Blair.....	Dana College.....	Luth.....	4	4	3	65	24	89							2,500	68,000
909	Central City.....	Nebraska Central College.....	Friends.....	3	3	3	22	22	44			4	7	1	3	1,200	74,150
910	Columbus.....	St. Francis Academy.....	R. C.....	3	0	3		16	16				3			430	70,900
911	Falls City.....	Sacred Heart School.....	R. C.....	4	0	3	8	12	20				0	1	0	1	
912	Franklin.....	Franklin Academy.....	Cong.....	4	2	4	40	35	75			7	9	4	5	4,750	
913	Hastings.....	Academy of the Immaculate Conception.....	R. C.....	4	0	4	3	42	45	50	65	0	3			800	110,000

914	Jackson.....	St. Catherine's Academy.....	Sister Theodorus.....	P. E.....	4	0	5	80	43	45	15	5	2	700	106,000	
915	Kearney.....	Kearney Military Academy.....	Larry N. Russell.....	P. E.....	4	8	16	35	35	126	8	7	4	2,600	11,000	
916	Lincoln.....	Lincoln Academy.....	L. M. Overkotter.....	Nonsect.....	4	3	12	15	30	50	3	1	6	1	18,000	
917	Neligh.....	Gates Academy.....	George W. Mitchell.....	Cong.....	4	0	8	15	30	50	3	1	6	1	18,000	
918	Omaha.....	Academy of the Sacred Heart.....	Madame A. Hoban.....	P. E.....	4	0	16	30	62	62	38	12	2	2,800	92,000	
919	do.....	Providence Hall.....	Miss Edith D. Marsden, B. A.....	P. E.....	4	0	16	30	62	62	38	12	2	2,800	92,000	
920	do.....	St. Mary's Academy.....	Sister Mary Bernhards.....	R. C.....	4	0	4	4	43	43	30	6	9	1,000	126,500	
921	O'Neill.....	St. Mary's Academy.....	Mother M. Leonie.....	R. C.....	4	0	6	14	74	74	17	21	0	2	965	20,400
922	Oreans.....	Orleans Seminary.....	Ezra P. Whitton, A. B.....	Fr. Meth.....	4	2	3	126	20	34	17	18	5	625	60,250	
923	Seward.....	Ev. Luth. Teachers' Seminary.....	George Waller.....	R. C.....	4	0	4	25	26	51	139	146	10	3	63,500	
924	Spaulding.....	Spaulding College.....	Sister Clara.....	Luth.....	4	0	4	25	26	51	139	146	10	3	63,500	
925	Wahoo.....	Luther College.....	O. J. Johnson.....	P. E.....	4	0	2	22	26	48	7	2	8	1,963	16,100	
926	Weeping Water.....	Weeping Water Academy.....	J. F. Hall.....	Cong.....	4	2	4	22	26	48	7	2	8	1,963	16,100	
NEW HAMPSHIRE.																
927	Andover.....	Proctor Academy.....	Theodore P. Farr.....	Unit.....	4	4	5	57	62	109	3	5	2	1,200	60,500	
928	Atkinson.....	Atkinson Academy.....	Wm. H. Thompson.....	Nonsect.....	4	1	1	14	14	28	4	1	2	500	5,500	
929	Center Strafford.....	Audette-Cate Academy.....	Alvin E. Thomas.....	Nonsect.....	4	1	2	18	16	34	4	1	4	1	5,500	
930	Concord.....	St. Mary's School for Girls.....	Miss Isabel M. Parks.....	P. E.....	4	0	6	33	33	33	24	6	1	18,500	75,500	
931	do.....	St. Paul's School.....	Rev. Henry Ferguson, L.L.D.....	P. E.....	4	38	0	266	266	266	72	57	9	4	6,000	18,500
932	Derry.....	Pinkerton Academy.....	Ernest L. Silver.....	Nonsect.....	4	5	6	86	87	173	10	12	9	4	6,000	18,500
933	do.....	Sacred Heart High School.....	Sister Mary Francis.....	R. C.....	3	0	2	526	526	526	121	5	200	4,800	60,000	
934	Exeter.....	Phillips Exeter Academy.....	Harlan P. Amos.....	Nonsect.....	4	27	8	149	149	149	21	3	3	1,500	100,000	
935	do.....	Robinson Seminary.....	Harlan M. Bishop.....	Nonsect.....	5	1	0	9	9	9	0	4	300	300	18,200	
936	Francestown.....	Francestown Academy.....	Clarence E. Nichols.....	Nonsect.....	4	1	3	15	21	36	0	4	300	300	18,200	
937	Frankonia.....	Dow Academy.....	Henry H. Clark.....	Nonsect.....	4	1	3	15	21	36	0	4	300	300	18,200	
938	Gilmanton.....	Gilmanton Academy.....	Miss Mary A. Wright.....	Nonsect.....	2	0	1	8	9	17	17	4	0	1,000	10,000	
939	Kingston.....	Sanborn Seminary.....	Z. Willis Kemp, Ph. D.....	Nonsect.....	4	2	5	54	40	64	12	8	3	3,500	108,000	
940	Manchester.....	St. Augustin's Academy.....	Brother Felix.....	R. C.....	3	3	0	51	51	51	6	6	3	500	25,500	
941	do.....	St. Joseph's High School.....	Brother Conrad.....	R. C.....	3	5	0	72	72	72	10	10	4	5,000	30,000	
942	Meriden.....	Kimball Union Academy.....	Charles A. Tracy.....	Cong.....	4	4	0	64	55	119	13	11	4	3,000	51,000	
943	Mount Vernon.....	St. Joseph's School.....	Arthur F. Stearns.....	Nonsect.....	4	4	0	20	20	20	3	1	1	800	51,000	
944	Nashua.....	St. Aloysius Academy (Boys).....	Brother David.....	R. C.....	2	1	0	10	10	10	2	8	360	50,100	50,100	
945	do.....	St. Aloysius Academy (Girls).....	Brother David.....	R. C.....	3	0	5	62	62	62	8	5	4	1	600	61,000
946	New Hampton.....	Literary Institution.....	St. Mary St. Alexander.....	Bapt.....	4	4	4	98	54	152	4	2	0	4,000	15,700	
947	New Ipswich.....	New Ipswich Appleton Ac.....	Harold W. Lewis.....	Nonsect.....	4	1	2	16	23	39	8	10	0	1,150	225,000	
948	New London.....	Colby Academy.....	Justus O. Welch.....	Bapt.....	5	2	1	101	43	144	13	4	6	2,500	10,500	
949	Northwood Center.....	Coos Northwood Academy.....	Edwin K. Welch.....	Nonsect.....	4	2	1	12	17	20	2	2	3	2	2,500	26,000
950	Pembroke.....	Pembroke Academy.....	Herman N. Dunham.....	Nonsect.....	4	1	3	27	47	74	4	6	3	2	1,820	85,000
951	Plymouth.....	Holderness School for Boys.....	Rev. Lorin Webster, L. H. D.....	P. E.....	4	6	0	43	43	43	14	7	30	4	1,820	85,000
952	Tilton.....	Tilton Seminary.....	Geo. L. Plimpton, A. M.....	P. E.....	4	4	6	159	112	271	20	40	31	22	2,000	176,000
953	West Lebanon.....	Rockland Military Academy.....	Elmer E. French, A. M.....	Nonsect.....	4	5	2	51	51	51	11	14	3	2,000	51,000	
954	Wolboro.....	Brewster Free Academy.....	H. E. Sargent.....	Nonsect.....	4	4	4	67	60	127	11	14	3	2,000	135,000	
NEW JERSEY.																
955	Asbury Park.....	School of the Good Shepherd.....	Sister Isabel.....	P. E.....	4	0	4	2	24	26	30	32	0	6	25,000	25,000
956	Beverly.....	Farmington Preparatory School.....	James B. Dilks.....	Nonsect.....	4	1	3	13	32	45	15	18	8	12	3,050	435,000
957	Blairtown.....	Blair Academy.....	John C. Sharpe, D. D.....	Presb.....	4	10	6	117	70	187	15	18	8	12	3,050	435,000

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Value of property.	
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
NEW JERSEY—CON.																	
928	Bordentown.....	Bordentown Military Inst.	Nonsect.	4	13	0	106	8	9	10	11	12	13	14	15	16	18
929	Burlington.....	St. Mary's Hall.....	P. E.	4	1	12	65	106	65	19	1	9	1	9	2	2	181,200
930	do.....	Van Rensselaer School.....	Presb.	4	1	2	12	7	19	19	23	92	1	13	3	900	14,000
931	Caldwell.....	Mt. St. Dominic's Academy.....	R. C.	4	1	3	12	12	12	75	6	55	13	21	10	11	76,500
932	Ellenbach.....	Vail-Deane School.....	Nonsect.	5	0	7	75	6	55	100	34	21	10	10	2	1	1,000
933	Englewood.....	Dwight School for Girls.....	Nonsect.	4	8	0	45	30	39	43	29	10	4	4	2	1	12,000
934	Essex Falls.....	Kingsley School.....	Nonsect.	4	3	0	45	39	81	81	72	2	15	4	4	1	4,500
935	Finderne.....	Wilson Military Academy.....	R. C.	4	0	4	81	81	166	72	24	8	2	2	0	0	1,500
936	Fort Lee.....	Institute of the Holy Angels.....	R. C.	4	3	9	166	73	166	40	40	60	4	6	2	0	9,000
937	Hackettstown.....	Conventary Collegiate Institute.....	M. E.	4	11	0	166	40	40	10	60	8	2	2	0	0	321,980
938	Hightstown.....	Podda Institute.....	R. C.	4	0	3	20	27	47	40	50	4	6	2	0	0	111,000
939	Hoboken.....	Academy of the Sacred Heart.....	Nonsect.	4	3	2	20	31	51	293	76	68	90	90	90	90	350
970	do.....	Hoboken Academy.....	Nonsect.	1	0	2	20	31	51	293	76	68	90	90	90	90	350
971	do.....	Our Lady of Grace School.....	R. C.	4	3	2	20	31	51	293	76	68	90	90	90	90	350
972	do.....	Stevens School.....	Nonsect.	4	16	0	293	60	60	16	150	7	7	2	2	2	2,000
973	Jersey City.....	Academy of St. Aloysius.....	R. C.	4	3	6	60	60	60	16	150	7	7	2	2	2	500
974	do.....	Hasbrouck Institute.....	Nonsect.	4	6	4	37	40	77	60	54	7	8	4	4	4	170,000
975	do.....	St. Dominic's Academy.....	R. C.	4	0	6	22	22	22	22	54	7	8	4	4	4	1,000
976	Lakewood.....	Lakewood School for Girls.....	Nonsect.	4	0	6	18	18	18	18	10	2	2	2	2	2	45,000
977	do.....	St. Mary's Academy.....	R. C.	4	0	2	6	6	6	6	10	24	94	90	90	90	25,000
978	Lawrenceville.....	Lawrenceville School.....	Nonsect.	5	34	0	389	17	17	389	17	18	108	10	10	0	5,500
979	Long Branch.....	St. Mary's "Star of the Sea".....	R. C.	4	1	4	17	14	31	32	32	1	1	0	0	0	20,500
980	Madison.....	Madison Academy.....	Nonsect.	4	1	6	17	14	31	32	32	1	1	0	0	0	925
981	Monclair.....	Monclair Academy.....	Nonsect.	4	10	0	90	24	90	84	14	1	9	9	4	4	25,500
982	Monmouth.....	Friends' Academy.....	Friends.	4	2	3	24	22	46	46	7	6	4	4	4	4	41,000
983	do.....	Friends High School.....	Nonsect.	4	1	6	10	25	41	50	55	0	0	0	0	0	1,500
984	Morristown.....	Dana's (Miss) Sch. for Girls.....	Nonsect.	4	1	7	25	41	44	44	16	16	6	8	5	5	600
985	do.....	Morris Academy.....	Nonsect.	4	2	3	41	41	41	15	15	6	6	10	10	10	350
986	do.....	Morristown School.....	Nonsect.	4	2	0	48	48	48	19	19	10	10	10	10	10	100,300
987	Newark.....	Newark Academy.....	Nonsect.	7	17	0	235	36	36	235	36	32	32	26	26	26	155,000

988	do.	Newark Seminary.	Nonsect.	4	1	7	38	39	14	6	13	6	500
989	do.	Rev. P. Corbillion, O. S. B.	R. C.	4	7	0	97	36	21	2	13	2	600
990	do.	Mrs. Julia R. Davis.	Nonsect.	4	0	7	100	100	100	100	100	100	100
991	New Brunswick	Girls.	Nonsect.	4	6	1	87	35	40	22	15	3	118,000
992	Newton	Newton Academy.	Nonsect.	4	5	1	34	14	15	3	3	1,000	25,000
993	Orange	Beard's (Miss) Sch. for Girls.	Nonsect.	4	0	12	50	80	12	96	10	3	375
994	do.	Carleton Academy.	Nonsect.	4	5	0	44	44	26	3	3	3	37,160
995	do.	Dearborn-Morgan School.	Nonsect.	4	2	0	60	60	45	98	4	1	38,800
996	Pennington	Pennington School for Boys.	M. E.	4	12	4	109	109	40	10	17	12	1,000
997	Plainfield	Plainfield School.	Nonsect.	4	0	7	40	40	61	67	4	3	2,300
998	do.	Plainfield School for Boys.	Nonsect.	4	4	0	41	41	12	3	3	3	4,000
999	do.	Plainfield Seminary.	Nonsect.	4	2	5	31	31	21	20	1	29	2,000
1000	do.	Plainfield Seminary.	Nonsect.	4	2	5	58	58	35	11	9	1	200
1001	Princeton	Princeton Preparatory School.	Nonsect.	4	1	2	18	17	35	11	9	1	61,800
1002	Red Bank	Shrewsbury Academy.	Nonsect.	4	4	3	29	21	40	21	9	1	19,000
1003	Short Hills	Short Hills School.	R. C.	4	2	3	36	34	10	5	10	1	125
1004	South Amboy	St. Mary's School.	R. C.	4	0	3	80	80	16	12	1	6	80,000
1005	South Orange	Monticelli School for Girls.	Nonsect.	4	1	6	41	40	13	0	5	3	16,000
1006	Springlake	Calhoun-Chamberlain School.	Nonsect.	4	0	8	50	50	18	9	7	400	127,000
1007	Summit	Carlton Academy.	R. C.	4	4	0	25	25	8	20	1	5	600
1008	do.	Kent Place School.	Nonsect.	4	0	10	90	90	62	1	1	1	25,000
1009	Trenton	Summit Academy.	Nonsect.	4	2	1	25	25	15	12	1	1	4,000
1010	do.	St. Francis College.	R. C.	4	7	0	65	65	16	12	1	1	6,900
1011	do.	St. Mary's Cathedral High Sch.	R. C.	3	2	3	17	83	80	2	10	7	5,000
1012	Wenonah	Wenonah Military Academy.	Nonsect.	4	6	0	50	50	18	9	7	400	45,000
1013	NEW MEXICO.												
1014	Alamogordo	New Mexico Baptist College.	Bapt.	4	2	2	18	16	34	2	3	3	25,000
1015	Albuquerque	Immaculate Conception Sch.	R. C.	2	1	1	4	6	10	6	6	3	25,000
1016	do.	Mesaul School.	Preb.	3	0	1	13	120	133	10	10	10	1,315
1017	do.	St. Vincent Academy.	R. C.	4	0	4	50	50	10	10	10	10	500
1018	do.	Loretto Academy.	R. C.	4	0	3	16	16	10	10	10	10	873
1019	do.	Loretto Academy.	R. C.	4	0	2	11	11	11	11	11	11	500
1020	do.	St. Michael's College.	R. C.	4	4	0	100	75	4	4	4	4	5,000
1021	Albany	Academy of the Holy Name.	R. C.	4	0	7	113	113	193	7	7	2	115,000
1022	do.	Albany Academy.	Nonsect.	4	8	0	111	101	101	5	5	5	1,900
1023	do.	Albany Academy for Girls.	Nonsect.	4	1	10	69	69	72	15	15	6	3,375
1024	do.	Cathedral Academy.	R. C.	4	2	4	20	46	66	0	0	2	87,865
1025	do.	Christian Brothers Academy.	not.	4	4	0	36	41	26	4	2	2	35,525
1026	do.	Female Ac. of the Sacred Heart.	R. C.	5	0	9	64	64	36	7	7	8	61,000
1027	do.	Holy Cross Academic School.	R. C.	2	1	1	12	12	26	3	3	1	409,000
1028	do.												4,310

1 Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.			High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
NEW YORK—contd.																		
1026 Albany.....	St. Agnes School.....	Miss Catharine R. Seabury..	P. E.....	5	1	14	.....	73	73	.....	30	.....	13	.....	1	4,500	\$118,250
1027 do.....	St. John's Academy.....	Sister Mary Albert.....	R. C.....	4	1	2	.....	32	32	.....	.....	.....	8	.....	1	1,812	8,800
1028 do.....	St. Joseph's Academy.....	Brother Sebastian.....	R. C.....	4	1	3	21	53	74	.....	.....	.....	3	2	0	450	100,800
1029 Allegany.....	St. Elizabeth's Academy.....	Sister M. Teresa.....	R. C.....	4	0	8	.....	45	45	.....	.....	.....	10	.....	.....	3,385	99,900
1030 Amityville.....	Queen of the Rosary Academy.....	Mother Charitas.....	R. C.....	4	0	5	.....	54	54	.....	.....	.....	24	.....	.....	996	60,983
1031 Amsterdram.....	St. Mary's Catholic Institute.....	Sister Edward.....	R. C.....	4	1	4	41	44	85	.....	.....	.....	6	7	.....	1,094	128,084
1032 Aurora.....	Somes School.....	Albert Somes.....	Nonsect.....	4	3	0	20	.....	20	.....	.....	.....	3	3	.....	1,500	10,900
1033 do.....	Wallcourt, Miss Goldsmith's School.....	Miss Anna R. Goldsmith, A. B.....	Nonsect.....	4	0	4	.....	26	26	.....	8	.....	11	.....	4	1,500	50,000
1034 Batavia.....	St. Joseph's School.....	Sister Mary Gerald.....	R. C.....	4	0	3	19	27	46	.....	.....	.....	0	4	.....	.....	.....
1035 Binghamton.....	Child's (Miss Augusta) School.....	Miss Augusta E. Childs.....	Nonsect.....	4	0	3	3	17	20	.....	.....	.....	.....	.....	.....	.....	.....
1036 do.....	Lady Jane Grey School.....	Miss Mary R. and Miss Jane B. Hyde.....	Nonsect.....	4	0	6	.....	54	54	.....	8	.....	11	.....	1	2,000	40,500
1037 do.....	St. Joseph's Academy.....	Sister Mary Joseph.....	R. C.....	4	0	4	17	36	53	2	1	2	0	1,115	46,146
1038 Brasher Falls.....	St. Joseph's Academy.....	Sister Mary Bernard O'Keefe.....	R. C.....	4	0	5	15	34	49	.....	65	.....	2	2	0	1,180	13,000
1039 Brentwood.....	Academy of St. Joseph.....	Sister M. Loretto.....	R. C.....	4	3	5	.....	83	83	.....	112	.....	15	.....	.....	4,173	240,000
1040 Briarcliff Manor.....	Dow's (Mrs.) School.....	Mrs. Mary E. Dow.....	Nonsect.....	4	1	18	.....	125	125	.....	.....	.....	.....	.....	.....	1,200	520,000
1041 Bronxville.....	Concordia Gymnasium.....	H. Feth.....	Luth.....	4	7	0	74	.....	74	.....	.....	.....	12	11	.....	3,650	203,000
1042 Brooklyn (183 Lincoln Pl.).....	Berkley Institute.....	Henry W. Callahan.....	Nonsect.....	5	1	6	.....	63	63	.....	8	154	.....	8	1	2,998	31,181
1043 Brooklyn (18 Pierrepont St.).....	Brooklyn Heights Seminary.....	Miss Ellen Y. Stevens.....	Nonsect.....	4	0	9	55	55	20	68	7	1	400	90,000
1044 Brooklyn (40 Monroe Pl.).....	Brooklyn Latin School.....	George D. Haggood.....	Nonsect.....	4	4	2	52	.....	52	.....	20	.....	12	.....	12	500	30,500
1045 Brooklyn (112 Schermerhorn St.).....	Friends School.....	Edward B. Rawson.....	Friends.....	4	1	1	11	8	19	74	45	.....	.....	.....	.....	153	12,000
1046 Brooklyn (170 Jerusalem St.).....	Packer Collegiate Institute.....	Edward J. Goodwin, L.H.D.....	Nonsect.....	4	3	36	.....	465	465	.....	206	.....	.....	.....	.....	9,751	324,000

1907	Brooklyn (31 7th Ave.)	Prospect Heights School	William K. Lane	Nonsect.	4	2	0	14	14	54	3	2	250	
1908	Brooklyn (335 Union Ave.)	Round's (Miss) Sch. for Girls	Miss Christina Rounds	Nonsect.	4	0	6	37	37	45	3	3	3,000	
1909	Brooklyn (292 Washington Ave.)	St. Angela's Hall Academy	Sister M. Celestine	R. C.	4	5	7	85	85		24	2	446	
1910	Brooklyn (721 Carroll St.)	St. Francis Xavier's Academy	Sister Mary Borgia	R. C.	4	1	8	101	101	39	110	18	3	1,155
1911	Brooklyn (248 Jay St.)	St. James Academy	Brother Anselm	R. C.	4	5	0	107	107					71,365
1912	Brooklyn (Ridge Blvd. & 39th St.)	Visitation Academy	Sister Francis Agnes	R. C.	4	9	5	42	42	48	8			95,000
1913	Buffalo (749 Wash'n St.)	Buffalo Sacred Heart A.	Mother Isabelle	R. C.	4	0	6	86	86	90	6			3,320
1914	Buffalo (Bedwell Parkway)	Buffalo Seminary	Miss L. Gertrude Angel	Nonsect.	4	0	9	128	128		27	15	1,800	
1915	Buffalo (146 Park St.)	Franklin School	J. D. Allen and Miss Bertha Keys	Nonsect.	4	1	6	50	50	40	42	4	4	33,661
1916	Buffalo (320 Porter Ave.)	Holy Angels Academy	Sister St. Verecunda	R. C.	4	0	10	111	111		19	6	3,710	
1917	Buffalo (1475 Abbott Road)	Mt. Mercy Academy	Sister M. Borgia	R. C.	4	0	4	52	52	3	6			395,816
1918	Buffalo (2054 Main St.)	Mt. St. Joseph Academy	Sister Mary Anne Burke	R. C.	4	0	4	73	73	60	75	9	3	1,000
1919	Buffalo (Amherst and Colvin Sts.)	Nichols School	Joseph Dana Allen	Nonsect.	4	9	0	91	91	39	16	15		350,000
1920	Buffalo (320 West Avenue)	St. Bridget's Academic Sch.	Sister Mary Angela	R. C.	1	0	1	11	13	24				233,246
1921	Buffalo (1233 Main Street)	St. Joseph's Collegiate Inst.	Rev. Brother Thomas, F.S.C.	R. C.	4	6	0	99	99	50	11	3		66,800
1922	Buffalo (564 Franklin Street)	St. Margaret's School	Mrs. Helen H. Van Winkle	P. E.	4	0	7	24	24		14	5	2	
1923	Buffalo (135 Cleveland Avenue)	St. Mary's Acad. and Indus. Female Sch.	Odilia St. Pierre	R. C.	4	0	8	75	75		13	1		166,782
1924	Carmel	Drew Seminary	Miss Martha L. Hanaburgh	M. E.	4	0	10	49	49	16	9	4		110,000
1925	Carthage	Augustinian Institute	Sister M. Beatrice	R. C.	4	2	2	13	37	50	0	2		985
1926	Catskill	St. Patrick's Academy	Rev. Wm. P. Fitzgerald	R. C.	4	1	3	8	19	27	3	6		75,800
1927	Cazenovia	Cazenovia Seminary	Charles D. Skinner, D. D.	M. E.	4	5	7	52	47	96	9	12	6	560
1928	Cohoes	Sacred Heart Academy	Rev. L. A. Lavigne	R. C.	4	0	2	6	4	10				3,570
1929	do.	St. Bernard's Academy	Rev. T. S. Kevany	R. C.	4	0	5	46	64	110	7	13	5	319
1930	do.	St. Patrick's Academy	Rev. Patrick J. Brady	R. C.	3	0	2	11	13	24	1	0	1	575
1931	College Point	Poppenhusen Institute	John G. Embree	Nonsect.	4	10	1	142	75	217				9,750
1932	do.	St. Agnes Academy	Sister M. Petra, O.S.D.	R. C.	4	10	1	142	75	217				66,200
1933	Cornwall on the Hudson	Cornwall Heights School	Carlos H. Stone	Nonsect.	4	5	0	30	30	16	5	4		250
1934	do.	New York Military Academy	S. C. Jones	Nonsect.	4	10	0	77	77	31	9	4		180,000
1935	Groghan	Father Leo Memorial School	Sister M. John Joseph	R. C.	4	3	1	19	24	49	42	8		610
1936	Dobbs Ferry	Mackenzie School	James C. MacKenzie, Ph. D.	Nonsect.	4	11	0	77	77	25				1,949
1937	do.	do.	do.	do.	4	11	0	77	77	25				2,000

Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.		High-school teachers.		High-school students.		Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
						Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—contd.																	
1077 Dobbs Ferry	Masters' (Misses) School	Misses Masters	Nonsect.	4	0	17	.....	108	108	11	36	2	8	.....	.....	3,000	1,900
1078 Dunkirk	St. Mary's Academy	Sister Ames Joseph	R. C.	4	0	5	40	44	84	67	30	2	3	2	0	.....	45,550
1079 East Aurora	St. Clare's Academic School	Rev. George Zurcher	R. C.	3	1	3	11	14	25	66	57	.....	.....	.....	.....	725	13,670
1080 Fishkill on Hudson	Wilson School for Boys	Theodore N. Denslow	P. E.	4	4	0	20	.....	.....	20	10	2	.....	2	.....	800	15,000
1081 Flushing	Kyle Institute	Dr. Paul Kyle	Nonsect.	4	6	1	23	.....	23	.....	.....	1	.....	1	.....	800	60,000
1082 Garden City	Cathedral Sch. of St. Mary	Walter R. North	P. E.	4	10	0	67	43	67	30	41	19	9	10	1	3,000	1,050,000
1083	Cathedral Sch. of St. Paul	Walter R. North	P. E.	4	1	3	.....	21	21	.....	4	.....	.....	.....	.....	3,900	23,000
1084 Geneva	De Lancy Sch. for Girls	Miss Mary S. Smart	Nonsect.	4	2	3	25	30	45	15	10	3	2	2	0	8,000	12,800
1085 Glen Falls	St. Mary's Academy	Charles M. Williams	R. C.	4	2	7	68	90	158	.....	8	15	3	2	.....	1,145	81,550
1086	St. Mary's Academy	Sister M. Florence	R. C.	4	3	0	28	.....	28	47	.....	5	4	1	.....	1,400	141,900
1087 Harrison	Heald Hall	Arthur D. L. Ayault	Nonsect.	4	3	0	23	.....	23	.....	4	.....	.....	.....	.....	6,466	33,500
1088 Hartwick Seminary	Hartwick Seminary	John G. Traver	Luth.	4	3	1	21	22	43	.....	4	.....	.....	2	1	.....	25,000
1089 Haverhill	Hosmer School	E. D. Tibbitts, D. D.	P. E.	4	7	0	33	15	83	15	.....	2	.....	2	.....	1,250	52,400
1090 Houghton	Wesleyan Methodist Seminary	James S. Lantry	M. E.	4	5	3	46	18	104	19	19	10	8	3	0	2,077	52,400
1091 Hudson	St. Mary's Academy	Sister M. Bertha	R. C.	4	0	3	8	23	33	.....	.....	.....	.....	.....	.....	1,580	30,475
1092 Irvington	Tewksbury's (Misses) School	Miss E. L. and Miss E. M. Tewksbury	Nonsect.	4	0	3	.....	19	19	.....	.....	.....	.....	.....	.....	500	100,000
1093 Ithaca	Cascadilla School	Charles V. Parsell	Nonsect.	4	9	0	74	.....	74	.....	71	15	.....	15	.....	672	.....
1094 Keeseville	McAuley Academy	Sister M. G. McKay	R. C.	4	0	8	2	26	26	11	47	1	0	1	0	2,037	32,207
1095	St. Stanislaus Academy	Rev. F. X. Charbonneau	R. C.	4	0	6	0	12	12	.....	.....	1	0	1	0	536	15,507
1096 Latemont	Palmer Incl.-Starkey Sem.	Rev. J. S. Sumner	Nonsect.	4	0	6	38	23	61	11	13	8	4	7	3	4,728	60,228
1097 Lancaster	St. Mary's High School	Sister M. De Pazzi	R. C.	4	1	3	15	27	42	5	35	2	3	.....	.....	.....	.....
1098 Larchmont Manor	Manor School	Miss Hull and Miss Huntington	Nonsect.	4	0	5	.....	30	30	.....	.....	.....	.....	.....	.....	.....	.....
1099 Lima	Genesee Wesleyan Seminary	LaFayette Congdon, D. D.	M. E.	4	7	9	85	100	185	12	15	15	20	6	7	3,000	103,000
1100 Little Falls	St. Mary's Academy	Rev. E. A. O'Connor, S. T. L.	R. C.	4	1	4	30	60	90	70	5	3	.....	.....	.....	1,000	20,000
1101 Locust Valley	Friends' Academy	Nelson A. Jackson	Friends.	4	2	4	22	28	50	26	18	3	4	2	3	1,000	103,000
1102 Lowville	Lowville Academy	Wm. F. H. Brees	Nonsect.	4	3	5	75	114	149	.....	.....	10	15	7	8	2,000	35,000

Manlius.....	St. John's School.....	M. S. H. Unger.....	Nonsect.....	4	15	2	150	139	32	21	1	500			
Middleton H.....	Trinitine Academy.....	Miss M. F. Felicia.....	R. C.....	6	0	11	28	117	7	4	1	250			
Millbrook.....	Crook Academy.....	Miss May F. Bennett.....	Nonsect.....	4	5	0	117	104	18	0	8	8,000			
Montour Falls.....	St. Clare's Academy.....	A. H. Norton.....	Rap.....	4	5	2	38	18	10	0	8	2,738			
Mount Hope.....	St. Clare's School.....	Sister W. Thompson.....	R. C.....	2	0	3	5	5	10	0	0	17,450			
New Brighton.....	St. Clare's School.....	Sister M. H. Roseford.....	P. E.....	4	0	5	20	20	4	1	1	800			
do.....	Staten Island Academy.....	Frank R. Page.....	Nonsect.....	4	4	5	20	23	43	74	0	90,000			
New Rochelle.....	Quaker Hall.....	Miss Mary Bacon, A. M.....	Nonsect.....	4	0	5	15	15	10	20	1	1,800			
New York (Bedford Park).....	Ureline Seminary.....	Sister M. Rose.....	R. C.....	4	2	0	57	57	57	4	2	71,288			
New York (Kings Bridge Sta.).....	Academy of Mt. St. Ursula.....	Mother Mary Fidels.....	R. C.....	4	0	5	54	54	8	7	3	3,000			
New York (Kings Bridge Sta.).....	Academy of Mt. St. Vincent.....	Miss Alice Gramban.....	R. C.....	4	3	10	94	94	81	26	12	5,150			
New York (Kings Bridge Sta.).....	Academy of Our Lady of the Blessed Sacrament.....	Sister St. Scholastics.....	R. C.....	4	0	1	15	15	1	1	1	3,580			
New York (Kings Bridge Sta.).....	Academy of the Sacred Heart.....	Madame Frances Molloy, R. S. H.....	R. C.....	4	0	5	35	35	50	50	3	410,000			
New York (Kings Bridge Sta.).....	Academy of the Sacred Heart.....	Miss Alice Power.....	R. C.....	4	0	7	41	41	51	51	1,500	1,700			
New York (Kings Bridge Sta.).....	Alcuin Prep. School.....	Miss G. H. Kupper and Miss B. Hirsch.....	Nonsect.....	4	0	10	51	51	8	34	17	4	...		
New York (Kings Bridge Sta.).....	Allen-Stevenson School.....	F. B. Allen and R. A. Stevenson.....	Nonsect.....	4	4	0	20	20	65	1	1	1	100	77,000	
New York (Kings Bridge Sta.).....	All Saints Academy.....	Miss Bange and Miss Whitton.....	R. C.....	4	0	4	46	46	4	2	275	46,850	...		
New York (Kings Bridge Sta.).....	Bangs (Miss) and Whitton's (Miss) School.....	W. L. Hazen and T. E. Lyon.....	Nonsect.....	4	1	5	29	29	26	5	2	3,000	...		
New York (Kings Bridge Sta.).....	Barnard School for Boys.....	Miss Katharine H. Davis.....	Nonsect.....	4	7	0	3	43	8	8	5,000	...			
New York (Kings Bridge Sta.).....	Barnard School for Girls.....	Mrs. M. C. Benjamin.....	Nonsect.....	4	4	6	54	54	40	110	12	8	10,000	1,000	
New York (Kings Bridge Sta.).....	Benjamin School for Girls.....	J. C. Sioane.....	Nonsect.....	4	2	7	65	65	12	2	400	...			
New York (Kings Bridge Sta.).....	Berkeley School.....	A. von W. Lealle.....	Nonsect.....	4	7	0	47	47	102	3	1	1,200	...		
New York (Kings Bridge Sta.).....	Blake School for Girls.....	Sister Marie Dionysia.....	R. C.....	3	3	0	8	8	3	3	3	1,000	1,200	...	
New York (Kings Bridge Sta.).....	Blessed Sacrament Academy.....	James G. Croswell.....	Nonsect.....	4	2	6	52	52	20	94	7	3	2,300	...	
New York (Kings Bridge Sta.).....	Brearely School.....	Frederic L. Brown.....	Nonsect.....	4	1	7	83	83	80	35	7	6,000	260,000	...	
New York (Kings Bridge Sta.).....	Brown School of Tutoring.....	J. A. Browning.....	Nonsect.....	10	0	20	4	24	2	0	14	12	
New York (Kings Bridge Sta.).....	Browning School.....	Brother Alban.....	R. C.....	4	6	0	41	41	56	23	6	2	1,340	286,812	...
New York (Kings Bridge Sta.).....	Cathedral School.....	Miss Elizabeth Carse.....	Nonsect.....	2	4	0	71	71	28	28	2	1,340	286,812	...	
New York (Kings Bridge Sta.).....	Charlton School.....	...	Nonsect.....	5	0	11	28	28	61	98	5	2	1,340	286,812	...

Value of building and grounds not given.

TABLE 36.—*Private high schools and academies reporting for the school year ended June, 1911—Continued.*

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—contd.																	
1132	New York (Westchester).	Clason Point Military Ac.....	R. C.....	4	7	0	37	.....	37	86	.....	6	.....	6	.....	3,500	\$40,000
1133	New York (241 W. 77th St.).	Collegiate School.....	Ref'd.....	4	8	0	57	.....	57	154	.....	10	.....	10	.....	400	53,000
1134	New York (5 W. 93d St.).	Columbia Grammar School.....	B. H. Campbell and F. F. Wilson.	4	14	1	96	.....	96	85	.....	29	.....	23	.....	775	155,000
1135	New York (31 W. 46th St.).	Comstock School.....	Nonsect.....	4	1	2	.....	44	44	.....	.....	.....	4	.....	1	2,500	.....
1136	New York (20 E. 50th St.).	Cutler School.....	Nonsect.....	4	8	0	40	.....	40	42	.....	11	.....	10	.....	750	100,750
1137	New York (301 W. 98th St.).	De Lancey School.....	Nonsect.....	4	0	3	.....	19	19	8	60	.....	.....	.....	.....	.....	.....
1138	New York (108 W. 98th St.).	De La Salle Institute.....	R. C.....	6	9	0	63	.....	63	62	.....	.....	.....	.....	.....	.....	.....
1139	New York (56 E. 68th St.).	Dominican Academy.....	R. C.....	4	0	4	.....	16	16	16	12	.....	3	.....	.....	.....	.....
1140	New York (33 Central Park West).	Ethical Culture High School.	Nonsect.....	4	18	16	73	111	184	.....	.....	.....	.....	.....	.....	50,000	.....
1141	New York (W. 133d St. and Convent Ave.).	Female Ac. of the Sacred Heart.	R. C.....	4	0	9	.....	52	52	129	.....	10	.....	.....	8,887	158,455	.....
1142	New York (228 E. 16th St.).	Friends' Seminary.....	Friends.....	4	2	3	15	24	39	70	65	2	7	2	4	.....	.....
1143	New York (607 Fifth Ave.).	Gardner Home School.....	Nonsect.....	5	0	10	.....	50	50	.....	20	.....	7	.....	.....	400,000	.....
1144	New York (42 Riverside Drive).	Graham School.....	Nonsect.....	4	1	5	.....	25	25	.....	24	.....	3	.....	.....	1,500	103,000
1145	New York (999 West End Ave.).	Hamilton Institute for Boys..	Nonsect.....	4	8	1	42	.....	42	30	.....	8	.....	5	.....	500	.....

11146	New York (3 W. 81st St.).	Hamilton Institute for Girls.....	Mrs. N. Archibald Shaw, Jr.....	Nonsect.....	4	2	5	32	32	40	7	1	4,000	102,000	
11147	New York (2041 7th Ave.).	Harlem Preparatory School.....	Joseph Weil.....	Nonsect.....	3	8	0	00	10	70	10	2	300	40,000	
11148	New York (254 W. 72d St.).	Hawthorne School.....	Miss Margaret Sweet, Ph. D.....	Nonsect.....	4	0	7	37	37	00	11	3	500	.....
11149	New York (343 W. 42d St.).	Holy Cross Ac. of Manhattan.....	Sister Marie Cecelia.....	R. C.....	4	2	4	87	37	14	14	12	1,100	1,121	
11150	New York (137 2d St.).	Holy Rosary Academy.....	Sister M. Eugenia.....	R. C.....	4	0	4	16	16	40	.....	.....	.....	.....
11151	New York (35 W. 84th St.).	Irving School.....	Louis D. Ray, Ph. D.....	Nonsect.....	4	7	0	46	46	56	11	11	.....	.....
11152	New York (37 E. 62d St.).	Keller School.....	Eleanor I. Keller.....	Nonsect.....	4	1	5	28	28	38	71	5	1,500	325,000	
11153	New York (331 W. 70th St.).	Kelvin School.....	(J. A. L. Dionne.....	Nonsect.....	4	3	0	25	25	12	7	7	.....	.....
11154	New York (284th St. and Independence Ave.).	Kohut School for Boys.....	George A. Kohut.....	Jewish.....	4	1	0	6	6	17	.....	.....	500	255,000
11155	New York (44 2d St.).	La Salle Academy.....	Brother Philip.....	R. C.....	4	6	0	158	158	.....	5	5	2,883	125,700
11156	New York (17 E. 60th St.).	Leete School.....	Charles H. Leete.....	Nonsect.....	5	1	12	61	61	.....	13	.....	.....	109,000
11157	New York (65 E. 83d St.).	Loyola School.....	Rev. David W. Hearn.....	R. C.....	4	8	0	36	36	13	5	5	.....	.....
11158	New York (5 Nassau St.).	Rand Collegiate School.....	Edwin W. Rand, M. A.....	Nonsect.....	4	4	1	19	2	2	0	.....	1,000	1,688
11159	New York (164 W. 75th St.).	Rayson's (Misses) School.....	The Misses Rayson.....	Nonsect.....	5	0	10	61	61	37	11	2	1,000	1,10,000	
11160	New York (38 W. 59th St.).	Sach's Collegiate Institute.....	Dr. Otto Koenig.....	Nonsect.....	4	12	59	59	59	43	12	12	850	122,000	
11161	New York (553 West End Ave.).	St. Agatha School.....	Emma G. Sebring, A. M.....	P. E.....	4	0	10	54	54	153	10	.....	.....	.....
11162	New York (153 E. 76th St.).	St. Ann's Academy.....	Brother Daclanus.....	R. C.....	4	8	0	26	26	130	2	2	650	302,000	
11163	New York (229 E. 36th St.).	St. Gabriel's Ac. of Manhattan.....	Sister M. Vincentia.....	R. C.....	4	3	5	86	86	14	40	4	800	26,000	
11164	New York (311 E. 36th St.).	St. Gabriel's School.....	Brother Claudius.....	R. C.....	4	6	5	50	74	124	20	11	4	0	5,000
11165	New York (753 5th Ave.).	St. George's School.....	Herbert L. Picke.....	Nonsect.....	.....	2	0	10	10	10	6	6	.....	.....
11166	New York (213 W. 30th St.).	St. John the Baptist H. S.....	Sister M. Basil, O. S. D.....	R. C.....	4	0	2	12	12	.....	.....	.....	100	.....
11167	New York (231 E. 17th St.).	St. John Baptist Sch. for Girls.....	Sister Florence Teresa.....	P. E.....	4	0	5	16	16	.....	2	.....	.....	.....
11168	New York (42 E. 84th St.).	St. Lawrence Academy.....	R. C.....	4	2	2	23	23	15	40	8	4	1,218	144,785
11169	New York (610 W. 141st St.).	St. Walburga's Academy.....	Mother Marie Joseph.....	R. C.....	4	2	4	36	36	61	6	.....	880	77,350
11170	New York (292 5th Ave.).	Scoville School for Girls.....	Mrs. Helen M. Scoville.....	Nonsect.....	4	0	7	52	52	.....	15	2	1,000	165,000

Formerly The Sachs School for Girls.

Value of building and grounds not given.

TABLE 36.—*Private high schools and academies reporting for the school year ended June, 1911—Continued.*

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—cont'd.																	
1171	New York (30 W. 54th St.).	Spence's (Miss) Sch. for Girls.	Nonsect.	5	1	39		218	218		112		36	1		4,000	
1172	New York (49 E. 61st St.).	Syns School.	Nonsect.	4	4	0	23		23	30		1		1			\$100,300
1173	New York (307 Henry St.).	Thomas Davidson School.	Nonsect.	3	20	4	43	99	147			10	24			300	11,000
1174	New York (139 W. 91st St.).	Trinity School.	P. E.	4	11	0	119		119	134	16			14		463	297,000
1175	New York (1022 Grand Bv'd).	Urnline Academy.	R. C.	4	0	7		84	84				16	7	500	51,500	
1176	New York (149 E. 79th St.).	Villa Maria Academy.	R. C.	3	0	4		47	47		65		5		562		
1177	Niagara Falls.	William S. Barrows.	P. E.	4	4	0	16		16	10		2		1		2,000	158,325
1178	North Chili.	C. W. Bacon.	Fr. Meth.	4	4	2	17	20	37	10	10	1	3		2,200	50,300	
1179	Nyack.	George Wilson.	Nonsect.	4	3	0	15		15		2			2		230	40,000
1180	Ogdensburg.	Rt. Rev. Joseph H. Conroy.	R. C.	4	3	2	45	50	95			5	8	1	3	1,977	27,800
1181	Olean.	Sister Mary Irene.	R. C.	1	0	1	7	3	10							386	1,166
1182	Ossining.	Dwight and Henry Holbrook.	Nonsect.	4	15	0	80		80		25		20		3,000	203,000	
1183	do.	Charles F. Brusie.	Nonsect.	4	6	0	53		53	23		10		5		12,000	120,400
1184	do.	Miss Clara C. Fuller.	Nonsect.	4	0	6		76	76							800	225,000
1185	Pawling.	Frederick L. Gamage.	Nonsect.	4	10	0	118		118			20		19		2,000	126,000
1186	Peekskill.	J. C. Bucher, A. M., and C. A. Robinson, Ph. D.	Nonsect.	4	6	0	97		97	43	16			14			
1187	do.	Sister Mary Maud, C. S. M.	P. E.	4	0	15		44	44		51		4	1	8,000	200,000	
1188	do.	Caspar G. Brower.	Nonsect.	4	3	2	20		20	14							
1189	Pelham Manor.	Mrs. John C. Hazen.	Nonsect.	4	2	11		88	88		17		7				
1190	Plattsburg.	Sister St. Romand.	R. C.	4	0	5		38	38			10			1,500	25,525	
1191	do.	Rev. Brother Denis.	R. C.	4	2	0	12		12								
1192	Pocantico Hills.	Brother Henry.	R. C.	2	7	0	65		65	40							
1193	Port Henry.	Sister M. Berchmans.	R. C.	4	1	3	6	25	31						1,010	16,966	

1194	Poughkeepsie.	Glion Eden Seminary.	Fredrick M. Townsend.	10	56	59	15	9	1	5,780	60,000
1195	do.	Hartwood Academy.	Joseph M. H. Reynolds.	2	17	20	51	74	6	1,400	27,104
1196	Redford.	Ballus Academy.	Sister M. of St. Elizabeth.	3	17	47	83	1	6	1,400	76,000
1197	Rochester.	Academy of the Sacred Heart.	Miss Caroline Mullenbach.	3	40	40	15	66	1	200	10,500
1198	do.	Katharine School for Boys.	Joseph P. Katharine.	3	23	23	12	7	1	200	30,500
1199	do.	Lavastation Park Seminary.	Mrs. William M. Reagan.	3	45	45	124	9	1	1,620	61,410
1200	do.	Nazareth Academy.	St. M. Marcella Reagan.	3	232	232	124	9	1	1,650	24,800
1201	do.	Wagner Memorial Lutheran College.	Rev. Herman D. Knelling.	5	43	43	16	16	6	1,000	100,000
1202	do.	Academy of the Holy Names.	Sister Mary Patricia.	3	82	82	62	14	3	1,735	9,883
1203	Rome.	St. Patrick's Academic School.	The Misses Stowe.	3	6	64	17	11	5	1,000	100,000
1204	Rose's Point.	Rye Seminary.	Miss L. H. and Miss M. C. Lockwood.	5	69	69	16	9	6	1,000	100,000
1205	Rye.	Lockwood Collegiate School.	Rev. William L. Evans.	4	20	20	2	2	2	500	100,100
1206	do.	St. David's Hall.	Rt. Rev. Mary J. L. Kelly.	2	14	44	11	4	2	1,477	70,620
1207	Schenectady.	St. John's Academic School.	Rev. Joseph Heinrich.	4	26	26	1	3	1	3,325	34,555
1208	do.	Lockwood Academy.	Miss Martha M. Pallace.	3	11	18	1	2	0	3,200	76,000
1209	Southold.	Acad. of the Sacred Heart.	Rev. John F. Mullaney.	4	30	41	30	21	2	3,700	8,500
1210	do.	Christian-Brothers' Academy.	Brother Columban.	4	150	150	22	21	3	3,000	11,000
1211	Syracuse.	Clarkson-Hurst School.	Miss Alma E. Hurst.	4	21	35	18	30	20	2,130	35,723
1212	do.	Goodyear-Burlingame Sch.	Miss Fanny Goodyear.	4	36	70	2	11	0	680	21,000
1213	do.	Rugby School for Boys.	Frank R. Sherman.	4	2	8	11	0	4	980	90,600
1214	do.	St. Anthony's Academic Sch.	Sister M. Cornelia.	4	25	39	4	11	3	2,820	55,723
1215	do.	St. John's Catholic Academy.	Rev. Michael Clune.	4	6	93	20	20	4	680	21,000
1216	do.	St. Lucy's Academy.	Rev. John J. Sheridan.	4	26	6	10	12	1	2,900	720,665
1217	do.	St. John's Academy.	A. Linecol Travels.	5	93	93	10	12	12	980	90,600
1218	do.	Travis Preparatory School.	Miss C. E. Mason.	5	26	75	11	13	4	3,240	707,072
1219	do.	"The Castle" (Miss Mason's S.).	Walter B. Gage.	5	10	55	15	16	6	4,237	32,100
1220	Tarrytown.	Hackley School.	J. M. Furman.	4	25	25	15	4	6	2,000	72,000
1221	do.	"Marymount."	Madam M. Gerard.	4	25	25	15	4	6	2,000	72,000
1222	do.	Augustinian Academy.	Fredrick F. Commins.	4	139	139	65	21	0	2,000	72,000
1223	do.	Emma W'lanr' School.	Miss Eliza Kellas.	4	119	119	21	0	1	2,000	72,000
1224	Tompkinsville.	La Salle Inst'tute.	Rev. Brother Arnold.	4	31	54	0	4	2	2,150	109,798
1225	do.	St. Augustine's Academy.	O. S. A.	4	53	63	7	20	5	1,536	22,671
1226	do.	St. Joseph Academy.	Rev. James A. Curtin.	4	31	80	7	20	5	1,300	27,780
1227	do.	St. Peters Academy.	Sister M. Celestine.	4	4	90	24	6	0	1,200	12,175
1228	do.	Troy Academy.	J. G. Murdoch.	4	4	31	11	7	4	2,500	30,000
1229	do.	Holy Ghost Academy.	Rev. H. Cormerais.	4	4	35	66	13	3	3,762	46,865
1230	Union Springs.	Oakwood Seminary.	Walter H. Wood, A. B.	4	11	58	117	10	2	1,300	65,000
1231	do.	Utica Catholic Academy.	Rt. Rev. J. S. M. Lynch, D.D.	4	16	26	18	3	3	1,796	50,180
1232	Valhalla.	Chappaqua Mountain Inst.	Miss Mabel Bock.	4	3	24	20	18	2	500	45,000
1233	Watkins.	Immaculate Heart Academy.	Sister M. Josephine.	4	0	13	24	2	3	500	45,00

Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.		High-school teachers.		High-school students.		Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
				5	6	Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NORTH CAROLINA.																	
1241	Asheville.	Asheville School.	Nonsect.	4	10	1	103	21	103	21	40	24	5	22	3	.....	\$280,000
1242	do.	Asheville School for Girls.	Nonsect.	4	0	4	0	21	21	21	12	14	5	12	3	.....	40,000
1243	do.	Bingham School.	Nonsect.	4	9	0	0	160	160	160	60	60	12	10	10	2,000	83,000
1244	do.	Col. R. Bingham.	R. C.	4	0	8	0	60	60	60	62	12	12	10	10	620	83,000
1245	do.	W. G. Gentry's College.	Nonsect.	4	2	0	36	19	36	36	122	8	1	0	1	250	13,100
1246	Barium Springs.	W. G. Gentry's College.	Presb.	3	0	2	3	19	22	22	58	8	1	0	1	.....	2,000
1247	Beaufort.	Washington Seminary (negro).	Presb.	4	1	1	5	24	24	24	12	60	1	2	.....	.....	.....
1248	Belmont.	St. Mary's Academy.	R. C.	4	0	8	0	11	10	21	21	2	1	2	1	250	2,750
1249	Belvidere.	St. Mary's Academy.	Friends.	3	1	0	1	12	12	12	18	2	1	3	0	670	40,000
1250	Burnsville.	Yaleville College.	Bapt.	4	1	1	6	17	42	108	60	1	0	1	0	115	2,000
1251	Castalia.	Yaleville College.	Bapt.	3	1	1	6	11	17	50	26	9	5	2	2	300	21,000
1252	Clemmons.	Castalia High School.	Presb.	4	3	2	35	26	81	26	60	6	2	3	.....	.....	.....
1253	Clyde.	Clemmons School.	Morav.	4	3	1	54	46	100	6	102	35	.....	.....	.....	65,500	.....
1254	Concord.	Haywood Institute.	Bapt.	4	3	1	18	17	177	99	36	44	.....	.....	.....	2,500	16,000
1255	Crescent.	Haywood Institute.	Presb.	6	4	3	58	41	99	36	44	.....	.....	.....	.....	2,150	19,200
1256	Dalton.	Crescent Academy.	Rev'd.	3	1	0	7	3	10	10	9	.....	.....	.....	.....	530	19,200
1257	Delway.	Dalton Institute.	Nonsect.	4	2	4	86	96	182	2	4	2	3	1	2	.....	.....
1258	Elizabeth City.	Dell School.	Bapt.	3	4	0	19	17	36	84	126	3	4	0	100	8,400	.....
1259	Fayetteville.	Ronoko Collegiate Institute (negro).	Bapt.	4	4	0	40	.....	46	21	.....	6	.....	3	.....	20,350	.....
1260	Franklin.	Donaldson Military School (negro).	Nonsect.	4	3	1	33	58	93	23	40	.....	.....	.....	1,500	3,000	.....
1261	Gastonia.	Franklin Christian College (negro).	Christian.	4	2	6	117	117	117	44	91	3	11	.....	1,350	49,397	.....
1262	Greensboro.	Lairwood College.	Nonsect.	4	3	1	22	48	70	44	91	3	11	.....	1,350	49,397	.....
1263	Hemp.	Bennett College (negro).	M. E.	3	3	3	32	17	49	13	10	.....	.....	.....	1,000	12,400	.....
1264	Hickory.	Elise High School.	Presb.	3	2	3	38	38	38	38	19	.....	.....	.....	1,000	60,000	.....
1265	Kerns.	Claremont College.	Rev'd.	4	0	4	0	36	36	36	2	6	.....	3	.....	3,250	10,000
1266	Kings Mountain.	James Sprunt Institute.	Presb.	3	1	3	5	12	17	115	229	2	0	1	0	4,000	20,200
1267	Kittrell.	Lincoln Academy (negro).	Cong.	4	2	3	14	15	29	36	50	2	0	1	0	1,200	53,000
1268	Leaksville.	Kittrell College (negro).	A. M. E.	4	2	4	21	24	45	28	14	.....	.....	.....	1,200	30,200	.....
1269	Leaksville.	Leaksville-Spray Institute.	Bapt.	4	2	4	21	24	45	28	14	.....	.....	.....	1,200	30,200	.....

1260	Louisburg	Louisburg College	Mrs. Ivy Allen	M. E. So.	4	0	13	111	111	45	110	1,450	35,000
1270	Lumberton	Thompson Institute (negro)	W. H. Knuckles	Bapt.	3	1	2	10	12	58	74	68	10,000
1271	Madison	New Bethel Academy	Miss Carrie Wilson	Nonsect.	4	0	1	2	6	8		900	36,000
1272	Mars Hill	Mars Hill College	R. L. Moore	Bapt.	4	3	2	150	80	236	78	36	70,000
1273	Mebane	Bingham College	Frederic L. Gray	Nonsect.	4	5	0	69	69	75	11	0	26,000
1274	Mount Pleasant	Mount Pleasant Academy	R. E. Hammett	Nonsect.	3	1	1	22	24	50	75	6	26,000
1275	Mount Pleasant	College Institute	George F. McAllister	Ev. Luth.	4	4	0	86	86	28		5	12,000
1276	do.	Mount Pleasant Seminary	J. H. C. Fisher	Luth.	4	2	6		66	66			1,064
1277	Kurtzessboro	Chowan College	James D. Brunner	Bapt.	4	2	0	115	115	21	0	18	12,000
1278	Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holl	Nonsect.	3	6	0	135	140	21	0	25	39,000
1279	Pee Dee	Berkett Collegiate and Industrial Institute (negro)	A. M. Barrett	Nonsect.	4	3	1	45	55	100	15	25	
1280	Pinehurst	Pinehurst Preparatory School	P. L. Lightbourn	Nonsect.	4	1	2	3	6	9	20	10	10,000
1281	Polkton	Polkton Academy	W. F. Humbert	Nonsect.	4	1	0	6	8	40	50		1,500
1282	Racford	Racford Institute	D. B. Teague	Nonsect.	4	3	0	48	94	62	94	1	4,050
1283	Rutherford College	Rutherford College	J. B. McKay	M. E. So.	4	3	1	75	25	100	25	10	20,000
1284	Rutherford College	Westminster School	Rev. J. K. Hall	Presb.	3	2	1	81	17	98	16	11	4,000
1285	Salemburg	Salemburg Academy	W. J. Jones	Nonsect.	4	2	2	39	35	74			4,000
1286	Saluda	Saluda Seminary	George C. Burrage	Cong.	2	1	2	9	15	24	63	75	21,000
1287	Seagrove (R. F. D. 1)	Why Not Academy	G. F. Garner	Nonsect.	4	1	0	29	58	40	30		1,500
1288	Star	Carolina Coll. and Agr. Inst.	Rev. Edward F. Green	Cong.	4	1	1	1	11	47	52		3,400
1289	Statesville	Statesville Female College	Rev. John A. Scott	Presb.	4	1	6		95	95		12	72,000
1290	Troy	Peabody Academy (negro)	O. Paduma	Cong.	3	1	1	3	11	14			540
1291	Wallburg	Liberty Piedmont Institute	Kader R. Curtis	Bapt.	4	2	2	19	16	35	54	49	200
1292	Warrenton	Warrenton High School	John Graham	Nonsect.	4	3	2	133	15	148	18	7	17,500
1293	White Oak (R. F. D. 2)	White Oak Academy	W. W. Woodhouse	Nonsect.	3	1	0	18	18	36	78	61	2,500
1294	Wilmington	Cape Fear Academy	Washington Catlett	Nonsect.	4	1	1	26	26	6	120		1,100
1295	do	Gregory Normal Institute	F. W. Fletcher	Cong.	4	2	2	10	28	70	120	3	40,500
1296	Wingate	Wingate School	J. Grover Carroll	Bapt.	4	2	1	63	79	142	65	2	17,700
1297	Winston Salem	Tinsley Military Institute	J. W. Tinsley	Nonsect.	4	2	0	51	61	6		2	15,500
1298	Winterville	Winterville High School	F. C. Nye	Bapt.	4	2	0	33	34	67	75	3	16,000
1299	Winton	Waters Normal Inst. (negro)	C. S. Brown, D. D.	Cong.	4	2	4	16	64	110	65	70	500
1300	Yadkin College	Yadkin Collegiate Institute	W. F. Totten	M. P.	4	1	1	57	8	25	10	9	20,000
1301	Yadkinville	Yadkinville Normal School	Z. H. Dixon	Nonsect.	4	1	1	20	19	39	50	54	5,200
NORTH DAKOTA													
1302	Fargo	Oak Grove Lutheran Ladies' Seminary	Rev. J. E. Fossum	Luth.	3	4	3		55		16		800
1303	do	Sacred Heart Academy	Sister M. Baptista	R. C.	4	0	3	10	24	34	86	80	500
1304	Grand Forks	St. Bernard's Academy	Rev. Mother Stanislaus	R. C.	4	0	3	4	19	22			1,500
1305	Harvey	Shenandoah River Academy	Charles V. Bond	7th D. A.	4	12	5	35	22	9	43	28	500
1306	Jamestown	Jamestown College	B. H. Knoeze, D. D.	Presb.	4	3	0	7	57	18		1	2,200
1307	New Rockford	Phillips Academy	M. E. Beebe	Cong.	4	0	2	2	8	10	57	63	106,900
1308	Oakwood	St. Aloysius Academy	Angela	R. C.	4	0	2	4	8	16	17	0	51,000
1309	Orland	Bruford Academy	A. T. Felland	Luth.	4	3	2	4	14	18	31	7	20,200
1310	Velva	Northwestern College	H. M. Normann	Luth.	2	3	2	4	18	44	30	1	2,000
1311	Willow City	Notre Dame of the Sacred Heart Academy	Sister M. Alphonsus	R. C.	4	0	2	4	9	13	67	80	4,000
													77,000
													23,000
													106,900
													51,000
													20,200
													2,000
													4,000
													77,000

Value of building and grounds not given.

PUBLIC AND PRIVATE HIGH SCHOOLS.

Location.	Name.	Principal.	Denomination.	Years in course.		High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
				5	4	3	2	Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.			Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
OHIO.																		
1312 Akron.....	Sacred Heart Academy.....	Mother Mechilde.....	R. C.....	4	0	2	3	5	8	60	59							
1313 Barnesville.....	Friends' Boarding School.....	Benjamin J. Thomas.....	Friends.....	4	2	2	20	25	45									
1314 Bluffton.....	Central Menonite College.....	S. K. Mosiman, Ph. D.....	Menonite.....	4	2	5	23	25	48					0	1	0	1	1,300
1315 Cincinnati (Clifton).....	Academy of the Sacred Heart.....	Madame A. Kavanagh.....	R. C.....	5	0	10	41	41	41					24	7			2,700
1316 Cincinnati (3579 Bogart Ave.).....	Educational Institute.....	Dr. Alvis Schmidt.....	Nonsect.....	4	1	3	26	4	30									1,350
1317 Cincinnati (2333 May St.).....	Franklin School.....	J. E. White and G. S. Sykes.....	Nonsect.....	4	5	0	55		55	61				12	11			1,000
1318 Cincinnati (196 Lenox Pl.).....	H. Thane Miller School for Girls.....	Mrs. H. Thane Miller.....	Nonsect.....	5	0	7			45	45				9	5			10,000
1319 Cincinnati (Glenway and Beech Ave.).....	Mount St. Vincent Academy.....	Sister Marcelline.....	R. C.....	4	1	4			44	44								33,000
1320 Cincinnati (Court and Mound Sts.).....	Notre Dame Academy.....	Sister Cornelia.....	R. C.....	4	0	4			21	21				45	5	1		
1321 Cincinnati (774 Oak St.).....	Oakhurst Collegiate School for Girls.....	Miss Helen F. Kendrick.....	Nonsect.....	4	0	7			35	35				33	6	4	3,000	
1322 Cincinnati (1409 Freeman Ave.).....	Our Lady of Mercy Academy.....	Sister M. Hilda.....	R. C.....	4	0	6			40	40				20	8			
1323 Cincinnati (1615 Vine St.).....	St. Francis Ecclesiastical College.....	Rev. Urban Freundt.....	R. C.....	5	10	0	68							11				
1324 Cincinnati (Grandin Road).....	St. Mary's Educational Institute.....	Sister Francis.....	R. C.....	4	0	11			30	30				13	42	3		
1325 Cincinnati (221 E. sixth St.).....	do.....	Sister Mary Borgia.....	R. C.....	4	0	6			28	28				90	4			
1326 Cincinnati (1339 E. McMillan St.).....	St. Ursula Academy.....	Sister M. Fidells Coleman.....	R. C.....	4	0	5			32	32				14	36			
1327 Cincinnati (2800 Reading Road).....	Ursuline Academy.....	Sister Angela.....	R. C.....	4	0	3			9	9				9	36			
1328 Circleville.....	St. Joseph's School.....	Sister Ignatia.....	R. C.....	3	0	2	5	10	15	1	13	1	6					275

	Cleveland.	Friends' Bible Institute and Training School.	Friends.	2	3	3	35	42	76	116	17	10	1,000	14,000
1320	do.	Pathway-Brown School.	Nonsect.	4	0	14	80	80	80	116	17	10	1,000	14,000
1321	do.	Holy Name School.	R. C.	2	0	3	55	44	99	100	11	4	1,000	14,000
1322	do.	Laurel School.	Nonsect.	4	0	13	100	100	100	27	129	4	1,000	14,000
1323	do.	Notre Dame Academy.	R. C.	4	0	7	43	42	42	42	12	3	3,000	300,000
1324	do.	Our Lady of Lourdes Ac.	R. C.	4	0	3	64	64	105	105	29	28	3,000	300,000
1325	do.	University School.	Nonsect.	4	11	0	108	76	76	121	11	5	2,000	120,500
1326	do.	Ursuline Academy.	R. C.	4	0	6	4	2	24	24	2	4	2,000	120,500
1327	Columbus.	Sacred Heart High School.	R. C.	2	1	1	4	2	66	66	14	4	2,000	120,500
1328	do.	St. Joseph's Academy.	R. C.	4	1	1	13	9	13	7	1	1	350	1,250
1329	do.	University School?	Nonsect.	4	1	2	9	13	22	69	61	1	1,500	13,400
1330	Corning.	St. Bernard Academy.	R. C.	4	1	2	4	12	16	9	5	2	1,500	13,400
1331	Cockeaton.	Sacred Heart High School.	R. C.	3	4	2	52	39	91	108	5	4	1,500	13,400
1332	Dayton.	College Preparatory School.	Nonsect.	4	3	4	17	5	18	55	66	4	300	96,000
1333	do.	Notre Dame Academy.	R. C.	3	1	1	5	13	12	3	4	1	2,000	96,000
1334	Dennison.	Immaculate Conception Ac.	R. C.	3	1	1	8	30	30	3	4	1	285	18,500
1345	Gambler.	Harcourt Place School.	Nonsect.	4	0	8	56	56	13	18	10	25	5,200	45,500
1346	Glendale.	Glendale College.	Nonsect.	4	0	12	33	33	33	3	20	0	800	45,500
1347	Hamilton.	Catholic High School (boys).	R. C.	4	2	0	60	60	60	7	8	2	5,000	13,500
1348	do.	Notre Dame Academy.	R. C.	4	0	5	10	15	24	24	2	1	5,000	40,500
1349	Lancaster.	St. Mary's High School.	R. C.	3	0	1	12	12	25	25	3	0	200	120
1350	Lima.	St. John's Academy.	R. C.	3	0	1	4	21	25	3	2	0	200	120
1351	Marletta.	St. Mary's Academy.	R. C.	3	0	5	45	45	85	85	8	2	3,000	30,000
1352	Marion.	St. Agnes Academy.	R. C.	4	3	5	38	38	13	13	6	5	5,000	40,500
1353	Mingo Junction.	Mt. St. Joseph-on-the-Ohio Ac.	R. C.	4	1	2	16	21	37	37	1	10	6,000	60,000
1354	Mount Vernon.	St. Vincent de Paul Ac.	R. C.	4	0	2	12	27	32	32	3	3	275	4,800
1355	do.	St. Francis de Sales Academy.	R. C.	4	0	2	11	11	25	25	0	2	200	120
1356	Newark.	New Lyme Academy.	Nonsect.	4	1	1	14	11	40	60	0	2	6,000	60,000
1357	New Lyme.	Ursuline Academy.	R. C.	4	0	5	50	50	51	51	3	2	3,000	30,000
1358	Nottingham.	Ursuline Academy.	R. C.	4	0	7	51	51	37	37	3	3	6,000	60,000
1359	Reading (near Cincinnati).	Ac. of Mount Notre Dame.	R. C.	4	0	0	37	37	47	47	3	0	275	4,800
1360	St. Martin.	Ursuline Academy.	R. C.	4	0	5	23	23	26	26	2	3	165	1,000
1361	Savannah.	Savannah Academy.	Nonsect.	4	2	1	9	17	26	26	0	1	1,000	34,000
1362	Somerset.	Holy Trinity Academy.	R. C.	3	0	3	18	32	40	40	9	1	6,000	21,000
1363	Steubenville.	Holy Name High School.	R. C.	4	0	5	51	51	86	86	14	0	6,000	21,000
1364	Toledo.	Simsed School.	Nonsect.	4	0	0	51	51	15	15	3	0	100	1,200
1365	do.	R. Anderson.	R. C.	4	0	9	86	86	13	13	1	0	100	1,200
1366	Urbana.	Paul H. Seymour.	New Ch.	4	4	1	11	8	19	19	1	0	400	4,000
1367	Velton.	Sister M. Mildred.	R. C.	3	1	2	15	10	15	15	5	3	2,000	20,000
1368	Zanesville.	Sister De Sales.	R. C.	4	0	2	13	17	30	30	1	2	2,000	20,000
1369	do.	St. Nicholas High School.	R. C.	3	0	1	8	9	17	17	3	1	2,000	20,000
	do.	St. Thomas Academy.	R. C.	3	0	1	8	9	17	17	3	1	2,000	20,000
	OKLAHOMA.													
1370	Ardmore.	Hargrove College.	M. E. So.	4	1	5	11	13	24	48	48	3	2,000	20,000
1371	Bacone.	Bacone College.	Bapt.	4	2	4	17	12	29	69	51	0	2,000	20,000
1372	Blackwell.	Okl. State Bapt. Coll. Ac.	Bapt.	4	3	0	19	11	30	72	36	1	2,000	20,000

:Discontinued at end of 1910-11 session.

: Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.			High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
OKLAHOMA—contd.																	
1373	Dover.....	James A. Hilliard.....	Nonsect.....	4	4	3	79	82	161	28	11	16	26			2,288	\$2,410
1374	Durant.....	W. B. Morrison.....	Presb.....	4	2	4	16	50	60		54	3	10	2		300	103,700
1375	Enid.....	Sister Mary Bernardina.....	R. C.....	4	0	5		68	84								
1376	Guthrie.....	Mother M. Placida.....	R. C.....	4	0	5		21	21		54			0	1	1,000	42,500
1377	Hastings.....	J. P. Reynolds, A. B.....	Bapt.....	4	2	1	13	20	33	10	12	0	3	1	2	600	10,000
1378	Ingersoll (R. F. D.).....	Stanley Coppock.....	Friends.....	4	2	1	13	19	32	12	9	1	2	1	1	300	17,000
1379	Mingo.....	Miss Meta C. Sager.....	Nonsect.....	4	0	1	4	15	19							100	12,000
1380	Muskogee.....	Sister St. Bernard.....	R. C.....	4	0	2		31	31	57	85	1	5		5	1,223	137,704
1381	Okahoma.....	Mrs. Flora B. Ardery.....	Nonsect.....	4	1	4		57	57								
1382	do.....	Mount St. Mary's Academy.....	R. C.....	4	0	2	4	18	18		80						1,700
1383	Ponca City.....	Sister Mary Alexandra.....	R. C.....	4	0	1	100	9	100	75		10	2	2		2,530	260,000
1384	Sacred Heart.....	Rev. T. A. Murphy, O. S. B.....	R. C.....	4	15	0											
1385	Vinita.....	Sister Mary.....	R. C.....	4	0	1	1	6	7	0	5						
OREGON.																	
1386	Baker City.....	Sister Mary Polycarp.....	R. C.....	4	0	4		25	25				8			600	125,100
1387	Beaverton.....	Mother Bersephim.....	R. C.....	4	0	3		16	16				1			160	25,000
1388	Condon.....	Sister M. Raphael.....	R. C.....	4	0	1	4	8	9	25	32						6,180
1389	La Grande.....	Sister Mary Cupertino.....	R. C.....	4	0	2	1	8	9							600	55,000
1390	Medford.....	Sister Mary.....	R. C.....	4	0	4		24	24	40	90					2,903	86,000
1391	Mount Angel.....	Sister Agnes.....	R. C.....	4	1	6	100	97	107	20		12	5		5,000	607,400	
1392	do.....	Mother M. Agatha, O. S. B.....	R. C.....	4	10	0		15	27								
1393	Oregon City.....	Rev. Basil Schieber.....	R. C.....	2	1	2	12	15	27			2	10			850	36,000
1394	Portland.....	Sister Mary Ida.....	R. C.....	4	0	2	43	32	75	30	90			9	5	400	8,800
1395	do.....	Sister Mary Solano.....	R. C.....	4	2	4										600	20,060
1396	do.....	Mrs. Margaret V. Allen.....	Nonsect.....	4	2	0	15		15	12		7	1	6		500	80,000
1397	do.....	Frank W. J. Sylvester.....	Ev. Luth.....	4	10	1	81	148	262	87	101	21	30	16	14	2,000	156,200
1398	do.....	J. W. Hill.....	Nonsect.....	4	8	5											
1399	do.....	Joseph Rogers Wilson, D. D.....	R. C.....	4	2	4		28	28								
1399	do.....	Sister Mary Jullitta.....	R. C.....	4	2	4											

1400	do	St. Helen's Hall	P. E.	4	0	13	122	124	81	7	1,000	250,000
1401	do	St. Mary's Art and College	R. C.	4	0	14	30	36	48	8	1,500	875,000
1402	Salen	Sacred Heart Academy	R. C.	4	0	4	25	25	35			80,000
1403	The Dalles	St. Mary's Academy	R. C.	4	0	1	3	0				
1404	Tillamook	St. Alphonsus Academy	R. C.	4	0	1						
PENNSYLVANIA.												
1405	Academia	Tuscarora Academy	Presb.	4	2	0	18	14	32	1		500
1406	Armagh	C. A. Campbell	Nonsect.	1	3	0	30	40	70	4	6	500
1407	Beatty	St. Xavier's Academy	R. C.	5	0	8	49	49	40	4	2,000	
1408	Bellefonte	St. Xavier's Academy	Nonsect.	4	9	1	92	5	97	10	30	42,000
1409	Bethlehem	Bethlehem Preparatory Sch.	Nonsect.	4	9	2	190	190	190	40	38	12,000
1410	do	Moravian College and Seminary for Women	Morav.	4	5	11	143	143	143	13	5,000	150,000
1411	do	Moravian Parochial School	Morav.	4	3	2	20	33	53	08	70	389,000
1412	Bryn Athyn	Academy of the New Church	New Ch.	4	8	5	41	39	80	41	2	14,000
1413	Bryn Mawr	Baldwin School	Nonsect.	5	2	17	122	122	122	20	11	1,720
1414	do	Shipley's (Misses) Sch. for Girls	Nonsect.	4	2	10	77	77	39	14	9	
1415	do	The Misses Shipley	Nonsect.	4	0	8	50	50	50	8	4	2,600
1416	Carbondale	Wright's (Miss) School	R. C.	4	0	6	21	22	43	3		
1417	Carlisle	St. Rose's Academy	R. C.	4	0	4	6	17	15	1	1,200	
1418	Chambersburg	Metzger College	Nonsect.	4	0	1	69	69	2	4		
1419	do	Heyser's (Miss.) Prep. Sch.	Nonsect.	4	0	7	69	69				
1420	Clearfield	Penn Hall	Nonsect.	4	0	7	43	72	115			
1421	Cresson	St. Francis Academy	R. C.	4	0	7	34	34	39	7		15,800
1422	Dayton	Mount Aloysious Academy	R. C.	4	2	1	41	53	94	2	8	12,800
1423	Easton	Dayton Normal Institute	Nonsect.	4	2	2	42	20	12	10	5	350
1424	do	Easton Academy	Nonsect.	4	2	4	54	54	28	28		8,260
1425	Elizabethtown	Leitch Preparatory School	Nonsect.	2	4	1	92	110	10	12	4	2,500
1426	do	Charles H. Leitch	Breth.	4	7	8	100	202	100	12	4	58,000
1427	Factorville	D. C. Reber	R. C.	4	5	3	36	45	100	4	9	125,400
1428	Farm School	Elizabethtown College	R. C.	4	0	3	103	94	10	3	4	115,000
1429	Franklin	Villa Maria Academy	Bapt.	4	6	1	88	86	10	10		114,500
1430	Fredonia	Keystone Academy	Nonsect.	4	6	1	103	103	62	5	4	12,300
1431	Georgetown	National Farm School	R. C.	4	5	0	66	59	12	10	5	428,033
1432	Gilbert	Sacred Heart School	Friends	5	8	12	102	103	6	3	6	3,000
1433	Greensburg	Polytechnic Institute	Nonsect.	3	3	0	50	45	98	3	4	3,000
1434	Harrisburg	St. Joseph's Academy	R. C.	4	0	8	68	68	37	8	8	402,500
1435	Haverford	Harrisburg Academy	Nonsect.	4	4	0	94	38	37	8		100,000
1436	Herman	Charles Crosman	Nonsect.	4	11	0	124	124	126	22	20	61,000
1437	Jenkintown	Rev. Constantine Hoeller	R. C.	6	10	0	71	71	10	10	10	2,600
1438	Kennett Square	St. Fidelis College	R. C.	4	3	2	12	21	33	4	3	925
1439	Kingsdon	Louis B. Ambler	Friends	4	3	1	33	33	3	3	3	817
1440	Lancaster	Jesse E. Phillips	Nonsect.	4	12	13	143	102	24	15	21	4,750
1441	do	Wilmington Seminary	M. E.	4	4	0	5	36	78	6	7	386
1442	do	Levi L. Sprague, D. D.	R. C.	4	0	7	56	56	44	12	7	41,000
1443	do	Sacred Heart Academy	Nonsect.	4	0	7	43	43	26	4	8	55,000
1444	Lewisburg	Yentes School	P. E.	4	2	0	9	26	15	4	2	1,300
1445	Ligonier	Frederic Gardner	Nonsect.	4	7	1	17	3	21	3	3	200
1446	do	Edgar W. Birchfield	Presb.	4	1	8	3	11	78	3	0	21,000
1447	do	Rev. E. H. Dickinson	Presb.	4	1	1						300

* Separate secondary schools for boys and girls.

1 Value of building and ground not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PENNSYLVANIA—continued.																	
1445	Littitz.	London Hall Seminary.	Rev. Charles D. Kreider.	4	2	12	85	44	44	45	25	19	12	5	1	2,000	\$75,000
1446	Loretto.	St. Francis College.	Rev. Linus Lynch.	4	8	1	18	26	86	45	1	0	3	5	1	3,500	507,500
1447	Mechanicsburg.	Normal and Classical School.	D. E. Kost.	4	1	2	10	20	44	1	0	2	3	1	1	125	10,000
1448	Media.	Media Friends' School.	Miss Elizabeth Hallack.	4	0	5	10	20	39	14	18	53	3	45	3	3,060	198,227
1449	Mercersburg.	Mercersburg Academy.	William M. Irvine, LL.D.	4	28	0	434	28	434	24	14	14	5	5	0	4,000	101,000
1450	Merton Station.	Mater Misericordie Academy.	R. C.	4	0	8	12	28	40	24	14	14	5	1	0	4,400	25,160
1451	Nazareth.	Nazareth Hall M. I. Academy.	R. J. Blum, D. D.	2	7	0	39	45	80	4	3	4	3	2	0	500	14,000
1452	New Berlin.	Union Seminary.	Herbert W. Firth.	4	3	3	45	26	40	1	1	3	1	2	1	7,000	7,000
1453	New Bloomfield.	New Bloomfield Academy.	Rev. J. S. Reddy, Ph. D.	4	1	2	14	26	48	1	1	3	1	2	0	7,000	7,000
1454	New Lebanon.	McLewin Institute.	Clyde M. Campbell.	4	2	0	22	26	48	24	12	12	3	3	0	7,000	7,000
1455	Norristown.	St. Patrick's School.	Rev. Michael Reing.	2	0	2	12	24	152	19	19	19	19	19	19	7,000	7,000
1456	North East.	St. Mary's College.	Rev. Francis Auth.	6	13	0	152	39	66	1	1	1	1	1	1	7,000	7,000
1457	North Washington.	North Washington Institute.	Robert L. Alter.	4	1	3	27	39	66	1	1	1	1	1	1	7,000	7,000
1458	Overbrook.	Sayward's (Miss) School.	Miss B. Janet Sayward.	4	0	7	49	49	49	21	35	18	18	18	6	6	6
1459	Pennsburg.	Perkerson Seminary.	O. S. Kreisel, D.D.	4	9	4	150	49	109	23	27	53	17	50	10	2,500	125,000
1460	Philadelphia (3883).	Academy of the Holy Child.	Mother St. John.	4	0	5	39	39	39	39	39	87	4	1	600	600	600
1461	Philadelphia (W. Rittenhouse Sq.).	Academy of Notre Dame.	R. C.	4	0	6	57	57	57	41	95	10	10	2	2	2	2
1462	Philadelphia (1819).	Academy of the Sacred Heart.	Madame Frances O'Keefe.	3	0	10	43	43	43	40	40	40	40	40	40	40	40
1463	Philadelphia (1819).	Academy of the Sacred Heart.	Madame Frances Elder.	5	0	9	74	74	74	41	41	41	41	41	41	41	41
1464	Philadelphia (2011).	Agnes Irwin School.	Miss Sophy D. Irwin.	5	1	20	179	179	179	39	39	39	39	39	39	39	39
1465	Philadelphia (Broad and Cherry Sts.).	Brown College Prep. School.	Alonso Brown.	4	8	6	200	200	200	45	45	45	45	45	45	45	45

			P. E.	4	10	102	102	123	20	19	2,500
1466	Philadelphia (33d St. and Willow Grove Ave.)	Chestnut Hill Academy	James L. Patterson								
1467	Philadelphia (1420 Pine St.)	De Lancy School	Coleman P. Brown	4	12	0	132	132	20	14	3,000
1468	Philadelphia (18th and Race Sts.)	Friends' Central School	W. E. Barrett	4	11	19	126	240	150	24	12 10
1469	Philadelphia (140 N. 16th St.)	Friends' Select School	Walter W. Haviland	4	0	14	21	115	136	80	23 2 5
1470	Philadelphia (German town)	German town Friends' School	Stanley R. Yarnall	5	5	7	41	79	120	102	1 8 1 2
1471	Philadelphia	Girard College for Orphans	Cheesman A. Herrick, Ph.D.	3	21	1	284	284	1,410	45	37,483
1472	Philadelphia (4112 Spruce St.)	Gordon School	Mrs. Wm. A. Lamberton	4	1	15		49	49	82	Nonsect.
1473	Philadelphia (1806 Spruce St.)	Hill's (Miss) School for Girls	Mrs. E. H. Lyman	4	0	10		81	81	26	20
1474	Philadelphia (2204 Walnut St.)	Holman School for Girls	Miss Frances E. Oliver	4	0	12		37	37	23	11
1475	Philadelphia (1135 Spring Garden St.)	Holy Child High School	M. S. Michael	2	0	2		47	47	23	20
1476	Philadelphia (2200 S. College Ave.)	Lankenshaw School for Girls	Rev. E. F. Bachmann, Ph.D.	4	2	6		22	22	49	4
1477	Philadelphia (827 Witherspoon Bldg.)	Maier Preparatory School	John R. Maier					50		6	1 6 1
1478	Philadelphia (17th and Stiles Sts.)	Notre Dame High Sch. Center	Sister Mary Lidwine	2	0	8		27	27		14
1479	Philadelphia (1720 Arch St.)	Philadelphia Collegiate Inst.	Miss Susan C. Lodge	4	0	5		39	39	7	9
1480	Philadelphia (424 Baltimore Ave.)	Phillips Brooks School	Alfred C. Arnold	4	4	1	28	28	17	7	6
1481	Philadelphia (301 N. Broad St.)	Roman Catholic High School for Boys	Hugh T. Henry	4	15	0	471	471		61	7
1482	Philadelphia (German town)	St. Francis of Assisi's School	Rev. J. D. Nevin	3	1	3	5	26	31		0 8
1483	Philadelphia (1833 N. 22d St.)	St. Francis High Sch. Center	Sister Mary Concordia	2	0	3		38	38		17
1484	Philadelphia (1725 Stiles St.)	St. Joseph's Coll. High Sch.	J. C. Davey, S. J.	4	13	0	268	268		46	30
1485	Philadelphia (18th and Wood Sts.)	St. Joseph High Sch. Center	Mother St. Gervase	2	0	6		236	236		81
1486	Philadelphia (German town)	St. Vincent Seminary	V. Rev. Patrick McHale	4	12	0	49	49		4	
1487	do	Walnut Lane School	Miss S. Edna Johnston	4	2	12		57	57	35	16
1488	Pittsburgh (900 Lundy Ave.)	Allegheny Prep. School	Haywood M. Butler	4	4	21		26	47	33	5 8 4
1489	Pittsburgh (Linden Ave. and Maede St.)	East Liberty Academy	James C. Armstrong	4	5	1	105	105		18	16

: Value of building and grounds not given.

1 Formerly The Mary J. Drexel School.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.		High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.
						Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PENNSYLVANIA—continued.																	
1490	Pittsburgh (3333 5th Ave.).	Our Lady of Mercy Academy.	R. C.	4	1	10		75	75	18	98	8				4,000	1,450
1491	Pittsburgh (5th and Liberty Aves.).	Pittsburgh Academy.	Nonsect.	3	7	11	126	111	237			38	42	30	5		\$1,500
1492	Pittsburgh (Ellsworth and Morewood Aves.).	Shady Side Academy.	Nonsect.	4	16	0	124		124	37		20		19		1,000	111,000
1493	Pittsburgh (233 Shady Ave.).	William H. Church.	Nonsect.	4	4	0	11		11	22							
1494	Pittsburgh (201 Winebiddle Ave.).	Sister Marie of the Angels.	R. C.	4	0	4		40	40	12	75	6		2			
1495	Pittsburgh (4721 Winchester School Ave.).	The Misses Mitchell.	Nonsect.	4	2	13	8	100	108	50	100	0	18				
1496	Pittston.	Sister M. Alphonsine.	R. C.	4	0	7	32	67	99			5	10				100,000
1497	Plymouth Meeting Friends' School.	J. Albert Blackburn.	Friends	4	1	2	12	7	19	8	20	3			40	2,100	
1498	Pottstown.	Hill School.	Nonsect.	4	37	0	294		294	41	62	62					
1499	do.	John Males.	Nonsect.	2	3	3	3	11	14	11	18	1			50	1,800	
1500	do.	Taggart School.	Nonsect.	3	1	1	12	9	21	13		2			200		
1501	Reading.	College Institute.	Nonsect.	3	1	1	39	13	52	11	2	7	0		2,800	30,000	
1502	do.	Schubert Seminary.	Evangel.	4	6	1	39	13	52	11	2	7	0		1,000	150,000	
1503	Salisburg.	Kalamintet Springs School.	Nonsect.	4	12	0	180		180	10		28		20			
1504	Seranton.	MacCall.	R. C.	4	0	3	10	43	53			1	9		200	14,500	
1505	do.	Sister M. Jerome.	R. C.	4	0	12		61	61			83				3,000	203,000
1506	do.	Mount St. Mary's Seminary.	R. C.	4	0	7	13	116	129			10		1			
1507	do.	Sister M. Mercedes.	R. C.	4	0	7	13	116	129			10		1			
1508	Sewickley.	Brother E. Lewis, F. B. C.	R. C.	4	0	0	156		156	64		29		17	500		
1509	Shamokin.	Sawickley Preparatory School.	Nonsect.	4	0	3	6	21	26	11	28						
1510	Sharon.	St. Edward's High School.	R. C.	2	0	2	16	10	26			5	3				
1511	Sharon.	Sister Gabriella Earley.	R. C.	4	0	0		11	11		15		1		400	41,500	

1510	Sharon Hill.....	Ac. of the Holy Child Jesus.....	Mother M. del Carmen.....	R. C.....	4	0	2	20	20	30	5	800	45,000
1511	South Bethlehem.....	Rhophorthepre Manor.....	Claudio N. Wyatt.....	P. E.....	4	1	9	60	60	2	8	1,000	22,000
1512	Sugar Grove.....	Erio Conference Seminary.....	M. R. Woodland.....	Presb.....	4	2	3	31	32	0	5	0	4,000
1513	Washington.....	Washington Preparatory Sch.....	Arthur H. Tomlinson.....	Nonsect.....	4	0	3	67	104	40	12	10	5
1514	Wayne.....	St. Luke's Seminary.....	Miss Lillian M. Rosenkrantz.....	R. C.....	4	0	13	129	129	25	38	9	3,000
1515	West Chester.....	Darlington Seminary.....	Charles H. Strout.....	Nonsect.....	4	9	0	84	84	38	24	16	140,000
1516	do.....	do.....	Miss Mary E. Chambers.....	Nonsect.....	4	2	7	40	40	22	18	2	6,000
1517	do.....	Friends' Graded School.....	Mrs. Anna B. Smedley.....	Friends.....	4	0	5	5	10	15	7	0	10,300
1518	do.....	Villa Maria Academy.....	Mother M. Camilla.....	R. C.....	4	0	4	41	44	62	1	0	180
1519	West Sunbury.....	West Sunbury Academy.....	H. F. Smith.....	Nonsect.....	4	1	1	7	15	22	5	1	2
1520	Westtown.....	Westtown School.....	Wm. F. Wickersham.....	Friends.....	4	8	10	98	100	180	21	13	5,000
1521	Wilkes-Barre.....	St. Mary's High School.....	Mother M. Mercedes.....	R. C.....	4	0	5	38	64	102	6	2	0
1522	do.....	Wilkes-Barre Institute.....	B. H. Sittes and H. H. Hodge.....	Presb.....	4	1	4	26	26	57	4	1	37,000
1523	Williamsport.....	Williamsport-Dickinson Seminary.....	Wm. F. Eversand, D. D.....	M. E.....	4	8	4	92	70	162	27	14	12
1524	York.....	York Collegiate Institute.....	E. T. Jeffers.....	Presb.....	4	4	3	44	40	90	7	3	4
1525	do.....	York County Academy.....	D. H. Gardner, A. M.....	Nonsect.....	4	3	0	82	82	7	7	7	3,500
RHODE ISLAND.													
1526	East Greenwich.....	East Greenwich Academy.....	Samuel W. Irwin.....	M. E.....	4	6	7	66	63	129	15	3	5
1527	East Providence.....	St. Mary's Seminary.....	Mother M. Josephine.....	R. C.....	4	0	8	127	34	34	83	3	1
1528	Newport.....	St. George's School for Boys.....	John B. Diman.....	P. E.....	4	6	13	0	127	127	10	10	90
1529	do.....	St. Joseph's High School.....	Sister Mary Stella.....	R. C.....	4	0	4	10	27	37	5	0	2
1530	do.....	St. Mary's Academy.....	Mother M. Germaine.....	R. C.....	4	0	3	4	13	17	0	2	4
1531	North Scituate.....	Pentecostal Collegiate Inst.....	Rev. Ernest E. Angell.....	Pent.....	4	2	3	50	50	50	4	4	103,500
1532	Providence.....	Acad. of the Sacred Heart.....	Madame Barbour.....	R. C.....	4	0	12	38	38	38	4	4	3,675
1533	do.....	Bronson School.....	Miss C. C. and Miss C. A. Bronson.....	Nonsect.....	2	1	6	11	11	11	11	11	105,000
1534	do.....	La Salle Academy.....	Brother Claudius.....	R. C.....	4	11	0	255	255	255	15	15	800
1535	do.....	Lincoln School.....	Miss Margaret Vilman.....	Nonsect.....	4	0	6	35	35	35	49	5	2
1536	do.....	Morris Heights School.....	John S. French.....	Nonsect.....	4	4	1	42	42	125	8	8	500
1537	do.....	Moses Brown School.....	Seth K. Gifford, Ph. D.....	Friends.....	4	9	9	61	48	109	125	0	7
1538	do.....	St. Francis Xavier Academy.....	Sister M. Eulalia.....	R. C.....	4	0	15	147	147	19	87	29	1
1539	do.....	Wheeler's (Miss) School.....	Miss Mary C. Wheeler.....	Nonsect.....	4	1	8	58	58	58	6	3	88,500
1540	Woonsocket.....	Convent of Jesus Mary.....	Mary St. Peter Claver.....	R. C.....	4	0	9	24	24	24	9	9	2,000
1541	do.....	Sacred Heart School.....	Brother Irene.....	R. C.....	3	2	0	15	15	15	15	15	1,925
SOUTH CAROLINA.													
1542	Alten.....	St. Angela's Academy.....	Sister M. Celestine.....	R. C.....	4	0	8	16	24	40	2	0	300
1543	Allendale.....	Hardin Institute (negro).....	William H. Mitchell.....	Presb.....	4	4	3	37	47	84	40	43	1,500
1544	Charleston.....	Acad. of Our Lady of Mercy.....	Sister M. Benedetta.....	R. C.....	4	0	3	25	25	25	50	2	500
1545	do.....	Ashley Hall.....	Miss Mary V. McBe.....	Nonsect.....	5	1	6	60	60	60	36	3	900
1546	do.....	Gaud School.....	William S. Gaud.....	Nonsect.....	4	3	0	33	33	33	12	3	254,000
1547	do.....	Porter Military Academy.....	Rev. Walter Mitchell.....	P. E.....	4	8	0	143	143	143	13	8	2,000
1548	Clinton.....	Thorwell Orphanage H S.....	Miss Martha W. Heilams.....	Presb.....	3	0	3	13	39	52	20	4	5
1549	Cokesbury.....	Cokesbury Conference School.....	T. B. Passmore.....	M. E. So.....	4	2	0	7	6	13	10	22	3,250
1550	Columbia.....	University School.....	C. V. Neuffer.....	Nonsect.....	4	2	0	17	17	17	14	0	500

* Discontinued at end of 1910-11 session.

1 Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.		High-school teachers.		High-school students.		Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
						Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
SOUTH CAROLINA—continued.																	
1551	Florence	Presbyterian High School.	George Briggs.	3	2	0	25	15	40				4	2	3		\$15,200
1552	Greenville	Sterling Normal and Industrial Institute (negro).	D. M. Minus	4	3	2	48	00	108	31	44		2	11	0	1	28,500
1553	do.	Ursuline Academy of the Sacred Heart.	Madame M. Patricia.	4	0	5	37	46	83								
1554	Irmo.	Harbison Agricultural College.	C. M. Young	4	3	0	18		18								
1555	Landrum.	Spartan High School.	H. L. Riley	4	3	3	72	59	131	5	3		7	6	6	100	44,300
1556	Leesville.	Leesville College.	Lucius M. Banknight	5	2	3	45	53	98				3	5	1	400	24,900
1557	Reckhill.	Friendship College (negro)	M. P. Hall, D. D.	4	5	4	45	139	184	40	40		6	5	5	1,000	38,000
1558	Seneca.	Seneca Institute	J. J. Sparks	4	2	5	28	50	79	20	40		1	6	1	150	2,000
1559	Spartanburg.	Hastoo High School.	Hugh T. Shockley	4	3	0	36		36	8			6		6		2,700
1560	Sumter.	St. Joseph's Academy.	Sister M. Alexius	4	3	0	2		8								6,350
1561	Tigerville.	North Greenville Baptist Ac.	John D. Crane	2	1	2	34	27	61	16	16		7	2	2	700	20,000
1562	Trenton.	Bettis Academy (negro).	A. W. Nicholson	4	2	2	10	40	50				2	3	1	375	30,800
SOUTH DAKOTA.																	
1563	Academy.	Ward Academy.	Lewis E. Canfield.	4	2	4	46	32	78	31	32		1	7	0	6	51,500
1564	Anton.	Augustine College.	Anthony J. Surprenant.	5	5	5	65	57	122	60	47		16	10	15	2	70,000
1565	Chamberlain.	Columbia College.	Rev. W. J. Surprenant.	4	2	0	63		63				5		5	300	35,000
1566	Furber.	Lutheran College.	Rev. C. Taubert.	4	4	0	7		11	62	4		2	1	0	535	37,100
1567	Furbush.	Freeman College.	H. A. Bachman.	4	4	0	48	15	63				2	0	2	400	51,000
1568	Redfield.	Princeton Academy.	Thos. A.	4	4	2	24	23	47	10	8		2	0	2	4	101,515
1569	Sioux Falls.	All Saints School.	Miss Helen S. Feabody.	4	3	10	64	64	128				6		6	2,000	11,900
1570	do.	Sioux Falls College.	Edward J. Jordan, D. D.	4	0	3	41	18	59	16	9		0	1	1	300	40,150
1571	Sturgis.	St. Martin's Academy.	Sister Adelaide, O. S. B.	4	0	4	20	23	43	23	28		7		3		
1572	Washington Springs.	Washington Springs Seminary.	G. W. Ormish.	4													

TENNESSEE.																		
1873	Athens.	Athens Collegiate and Indus. Institute (negro).	Earle J. Dodson.	A. M. E.	4	2	2	3	9	12	40	57	20	4	20	4	00	4,100
1874	Bellbuckle.	Webb School.	W. R. and J. M. Webb.	Nonsect.	4	6	0	258	18	273	60	69	...	...	...	...	5,000	6,750
1875	Bloomville.	Blountville Masonic Institute.	J. C. Akard.	Nonsect.	4	1	0	14	60	60	...	...	...	...	...	...	1,000	40,000
1876	Bolivar.	St. Katherine's Sch. for Girls.	Miss Elizabeth J. Joyner.	P. E.	4	0	8	...	...	...	...	...	...	...	...	...	150	74,115
1877	Brunswick.	Bolton Coll. (Agr. High Sch.).	William R. Acker.	Nonsect.	4	4	2	37	31	68	20	24	3	3	3	3	300	10,200
1878	Butler.	Waukena Academy.	Malier R. Foster.	Bapt.	4	1	3	33	44	77	84	88	0	3	0	3	500	10,200
1879	Centerville.	Fairview Academy.	W. P. Morrison.	Nonsect.	4	3	0	50	47	97	84	88	0	3	0	3	500	32,000
1880	Chattanooga.	Baylor's University School.	J. R. Baylor.	Nonsect.	4	0	2	90	100	90	...	...	...	...	...	...	500	32,000
1881	do.	Central Institute.	Mrs. L. P. H. McIntire.	Nonsect.	4	0	2	3	68	68	28	28	2	3	3	100	7,575	
1882	do.	Girls Preparatory School.	Miss Grace McCaule.	Nonsect.	4	0	0	66	66	66	20	7	...	...	...	...	300	75,600
1883	Chuckey.	Wesleyan Academy.	Hubert Phillips.	Nonsect.	4	6	2	74	47	121	60	40	5	2	5	1	200	15,600
1884	Cleveland.	Centenary Female College.	Rev. G. W. Crooke.	M. E. So.	4	5	10	101	101	101	...	...	...	...	...	...	50	...
1886	do.	Cleveland Academy (negro).	Rev. J. H. Tarter.	Presb.	2	2	1	4	5	9	44	54	2	2	2	...	50	...
1887	Clifton.	Frank Hughes College.	W. E. Johnston.	Nonsect.	4	6	0	25	19	44	44	62	4	1	3	300	2,500	
1888	Columbia.	Columbia Military Academy.	J. C. Hardy and J. E. Ed- gerton.	Nonsect.	4	6	0	145	145	145	15	35	...	...	...	300	420,000	
1889	Elizabethton.	Harold McCormick School.	W. C. Clemens.	Presb.	4	0	2	17	7	24	...	...	...	...	...	...	...	8,000
1890	Franklin.	Friends School.	R. G. and R. H. Peoples.	Nonsect.	4	4	0	126	25	151	...	...	...	...	...	...	25,000	
1891	Friendsville.	Friendsville Academy.	Daniel W. Lawrence.	Friends.	3	1	1	12	12	24	55	40	9	6	1	2	100	8,000
1892	Gallatin.	Hawkins School.	Charles E. Hawkins.	Nonsect.	4	3	0	108	...	108	...	...	...	...	...	...	500	16,200
1893	Grandview.	Grandview Normal Institute.	A. V. Woodworth.	Consec.	4	1	5	43	36	79	146	98	0	4	5	2	3,000	25,500
1894	Grassy Cove.	Grassy Cove Academy.	Rev. Frank March.	Presb.	4	1	1	18	14	32	67	51	...	...	...	...	300	1,050
1895	Graysville.	Southern Training School and In- dustrial Institute (negro).	M. B. Van Kirk.	7th D. A.	4	4	2	29	27	56	44	60	5	7	1	1	800	13,200
1896	Greenville.	Greenville Normal and In- dustrial Institute (negro).	H. V. Taylor.	A. M. E. Z.	4	2	0	4	11	15	...	...	...	...	...	...	100	25,000
1897	Greenfield.	Treat's School.	W. Lee Harris.	Nonsect.	4	2	3	55	51	106	14	19	...	...	...	...	400	50,000
1898	Helenwood.	Lane College (negro).	Edwin B. Treat.	Nonsect.	4	2	0	9	9	...	...	...	...	...	...	...	400	27,000
1899	Jackson.	Arbor Lodge.	J. F. Lane.	A. M. E.	4	6	2	4	51	96	67	60	12	13	...	...	1,800	1,750
1900	Knoxville.	Baker Tunnel School.	W. T. Himele, A. M.	Nonsect.	4	1	0	16	2	18	...	...	...	...	...	...	1,200	500
1901	do.	Baker Tunnel School.	C. M. Himele.	Nonsect.	4	5	0	56	4	60	18	2	2	0	1	0	1,000	26,000
1902	do.	Lee's (Miss) School.	Miss Ida M. Lee.	Nonsect.	4	0	1	5	5	2	10	...	...	...	...	...	200	3,500
1903	do.	St. Mary's School.	Sister Mary Augustine.	R. C.	3	0	3	7	23	35	...	...	...	...	...	...	627	41,500
1904	Lebanon.	Castle Heights School.	Messrs. Buchanan, Rice, and Smith.	Presb.	4	8	0	226	14	240	...	...	32	3	18	2	600	102,600
1905	Lewisburg.	Haynes-McLean Academy.	M. M. Summar.	Nonsect.	4	2	1	38	31	69	35	35	6	3	3	2	1,000	15,000
1906	Leberry Hill (R. F. D. S.).	Union Seminary.	Honore Hamme.	Nonsect.	4	2	2	25	19	44	...	...	...	...	...	...	350	3,250
1907	Livingsston.	Livingsston Academy.	H. J. Derthick.	Nonsect.	4	2	1	8	11	19	...	...	...	...	...	...	150	...
1908	Lynnville.	Robert B. Jones High School.	James A. C. Burkholder and H. D. Dozier.	Nonsect.	4	3	0	32	25	57	...	...	6	4	5	2	390	30,000
1909	McKenzie.	McTyre Institute.	James A. Robbins.	M. E. So.	4	3	0	63	11	74	...	...	10	0	...	...	1,000	17,000
1910	McLemoreville.	McLemoreville College's Inst.	E. H. Harrell.	M. E.	4	1	1	6	8	14	29	34	...	...	...	...	200	5,600
1911	Martin.	Hub-Moody Institute.	H. E. Walters, D. D.	Bapt.	4	3	125	128	233	30	40	9	11	...	...	...	2,000	37,000
1912	Marville.	Polytechnic School.	Charles W. Henry, M. A.	Nonsect.	4	3	3	80	89	169	...	...	17	21	21	...	2,600	29,000
1913	Memphis.	Higbee School.	Miss H. L. White and Miss M. E. Fimm.	Nonsect.	4	0	5	55	55	55	...	...	...	...	...	...	1,000	65,200

: Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.	High-school teachers.		High-school students.			Elementary pupils.		Graduates in 1911.		Graduates prepared for college.	Volumes in library.	Value of property.	
					Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.				Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
TENNESSEE—con.																	
1614	Memphis.....	Miller School.....	Nonsect.....	4	4	0	39	53	39	27	4	3	6	3	100	\$25,000	
1615	do.....	St. Agnes Academy.....	P. E.....	4	4	0	7	49	53	50	50	5	6	1		13,000	
1616	do.....	St. Mary's School.....	P. E.....	4	0	12			49								
1617	do.....	Thomas' (Misses) School.....	Nonsect.....	4	0	4		34	34	40	8					25,500	
1618	do.....	University School.....	Nonsect.....	5	6	0	130		130						150	55,000	
1619	Mont Eagle.....	Fairmount College.....	P. E.....	3	1	8	19	35	60	5	15	6			2,000	25,000	
1620	Murfreesboro.....	Dyersburg Dist. Training Sch. Murfreesboro Sch. for Boys	M. E. So. Nonsect.....	4	2	1	88		54			11	6		310	9,150	
1621	do.....	Soule College.....	Nonsect.....	4	5	0			88						200	54,000	
1622	Nashville.....	Mrs. Hydcand Miss Hopkins William F. Quillian.....	M. E.....	5	0	12	7	35	92	64	8	8			600	25,000	
1623	do.....	Methodist Training School.....	M. E.....	2	5	1	76		35		20	4			1,500	100,000	
1624	do.....	Montgomery Bell Academy.....	Nonsect.....	4	5	0	32	76	76	10	20	4			1,200	1,600	
1625	do.....	Roger Williams Univ. (negro).....	Bapt.....	3	4	1	43	33	65	19	21	13	12	3	1,000	50,300	
1626	do.....	St. Bernard's Academy.....	R. C.....	2	1	4	27	27	27	16	8	8			800	165,000	
1627	Pleasant Hill.....	Pleasant Hill Academy.....	Conf.....	2	4	1	44	20	69	162	111	20	9		3,000	25,000	
1628	Pulaski.....	Swift Memorial College (negro).....	M. E. So.....	4	2	0	14	93	92	17	54	8	4	4	4	500	56,100
1629	Rogersville.....	W. H. Franklin, D. D. Rusk in Cave College.....	Presb.....	3	3	0	24	31	35	79	160	5	4		2,000	39,000	
1630	Rusk in.....	R. E. Smith, A. M., B. D. O. P. Dobson.....	Nonsect.....	4	5	2	61	20	81	15	10				1,000	22,500	
1631	Saltillo.....	Saltillo Academy.....	Nonsect.....	4	4	1	99	110	209	83	71	3	3	0	900	1,600	
1632	Savannah.....	Savannah Institute.....	Nonsect.....	4	3	1	92	99	191	13	11	5	3	0	600	2,300	
1633	Sevierville.....	E. F. Goddard.....	M. E.....	0	2	4	38	21	59	42	35	2	3	1	1,040	36,000	
1634	Shelbyville.....	James A. Tate.....	Nonsect.....	4	4	3	3	18	25	43	27	35	60	2	250	8,000	
1635	do.....	J. A. Jones, D. D. Turner Normal College (negro).....	Nonsect.....	4	2	0	3	38	25	43	27	35	60	2	1	9,000	
1636	Smithville.....	J. S. Woods.....	A. M. E. Bapt.....	4	4	2	3	17	41	54	60	2	0		3,600	3,600	
1637	Sparta (R. F. D. 6).....	J. L. Rollins.....	Nonsect.....	4	2	0	36	15	51	84	60	0	0		180	14,300	
1638	Springfield.....	J. A. Peoples and E. B. Tucker.....	Nonsect.....	4	3	1	77	10	87	3	0	3	1	2	813	38,500	

Spring Hill	Brigham and Hughes School	W. C. Brigham and Wm. Hughes	Nonsect.	4	0	1	232	18	250	.....	41	4	30	0	1,000	80,000
Sweetwater	Hiessey College	Eugene Blake, D. D.	M. E. So.	4	2	5	50	45	104	.....	.....	.....	.....	.....	600	10,825
do.	Sweetwater College	Mrs. Elizabeth M. Rowland	Nonsect.	4	5	7	122	122	172	.....	.....	.....	.....	.....	2,000	41,800
do.	Tennessee Military Institute	O. C. Hulvey	Nonsect.	4	10	0	154	.....	154	.....	23	17	.....	.....	2,000	100,000
Trenton	Laneville College	Norton J. Moore	Nonsect.	3	2	25	13	38	80	65	6	5	1	1	200	8,200	
Tullahoma	Fitzgerald-Clark School	W. S. Fitzgerald and W. L. Clark	Nonsect.	4	3	0	56	9	65	.....	5	3	2	1	1,200	14,400
Viola	Todd Training School	W. C. Todd	Nonsect.	4	3	0	26	33	89	24	20	.....	.....	200	8,200	
Wartrace	Brandon Training School	Alfred J. Brandon	Nonsect.	4	4	0	89	56	145	98	54	7	6	2	80	35,000	
Winchester	Winchester School	N. T. Lowry	Nonsect.	4	3	0	37	22	59	24	11	2	0	2	1,675	51,500	
TEXAS.																	
Arlington	Carlisle Military Academy	James M. Carlisle	Nonsect.	4	4	0	104	.....	104	6	145	9	6	1	900	42,000
Austin	Samuel Houston Coll. (negro)	R. S. Lovingsgood, Ph. D.	M. E.	4	3	1	29	22	51	94	.....	.....	.....	.....	1,000	46,650
do.	Tulloson College (negro)	Lease M. Agard	Cong.	4	3	6	33	50	83	46	94	5	8	.....	1,000	4,600
Belton	Belton Academy	C. H. Wedemeyer	Nonsect.	4	2	1	66	20	86	.....	12	2	7	0	1,400	31,000
Blooming Grove	Central Texas College	M. E. So.	M. E. So.	4	4	0	21	27	48	33	32	0	1	0	578	70,000	
Brenham	Blinn Memorial College	W. M. Board	M. E.	4	7	0	116	43	189	33	11	5	1	5	2,500	12,600	
do.	Evangelical Luth. Proseminary	Jacob L. New	Ev. Luth.	3	2	1	21	21	21	.....	5	.....	.....	.....	1,000	7,000
Brownwood	Daniel Baker College	T. P. Junkin, L.L. D.	Presb.	4	9	3	104	65	189	.....	.....	.....	.....	.....	1,000	7,000
Bryan	Bryan Baptist Academy	R. M. McDonald	Bapt.	4	2	3	23	43	65	3	52	0	6	0	4	200	46,500
Canadian	Canadian Baptist Academy	R. E. L. Farmer	Bapt.	4	3	2	28	19	47	23	10	2	0	1	210	52,000	
Castroville	Divine Providence Academy	Sister Mary Liboria	R. C.	4	0	4	.....	8	8	61	52	.....	.....	.....	120	5,500
Clarendon	St. Mary's Academy	Wesley Peacock	R. C.	4	0	2	24	.....	24	.....	.....	.....	.....	.....	250	150,000
Corpus Christi	Peacock Naval School	Miss Bula R. Brown	Nonsect.	4	3	0	4	18	22	.....	1	6	.....	.....	250	21,000
do.	I. O. F. School	Rev. H. P. V. Bogue	Presb.	3	0	2	.....	59	59	169	.....	.....	.....	.....	60,000	25,000
do.	Mary Allen Seminary	Rev. Sister Helena	R. C.	4	0	4	13	13	13	1	1	1	4,000	239,000
Dallas	Our Lady of Good Council Ac.	Rev. Sister Helena	R. C.	4	0	6	.....	126	126	133	13	6	.....	.....	4,000	239,000
do.	St. Mary's College	Rt. Rev. A. C. Garrett, D. D.	R. C.	4	1	7	.....	137	137	100	.....	12	.....	.....	1,500	3,100
do.	Ursuline Academy	Sister M. Josephine	R. C.	4	0	9	.....	39	39	43	19	3	2	.....	1,500	75,000
Denison	St. Francis Xavier Academy	Sister M. Josephine	Nonsect.	4	1	5	26	17	25	.....	17	.....	.....	.....	100	3,000
Eddy	Bedichek Academy	J. M. Redichek	Nonsect.	4	0	2	.....	7	7	.....	.....	.....	.....	.....	1,000	62,500
Fort Worth	All Saints Academy	Edward Thompson, L.L. D.	Nonsect.	4	4	4	25	25	25	.....	3	.....	.....	.....	1,000	150,200
do.	Arlington Heights College	Sister Mary Bernard	Nonsect.	4	0	2	13	12	12	.....	1	0	1	.....	150	10,600
do.	St. Ignatius Academy	Frank H. Clark, A. M.	R. C.	4	1	1	13	13	26	.....	.....	.....	.....	.....	200	40,100
Friendswood	Friendswood Academy	Rev. Mother M. Pauline	Friends	4	0	2	.....	18	18	30	75	1	0	1	1,200	38,000
Galveston	Sacred Heart Academy	Rev. Mother M. Pauline	R. C.	4	0	3	68	52	120	.....	80	6	1	4	1,000	325,000
do.	Ursuline Academy	Rev. Mother M. Pauline	R. C.	4	0	8	.....	47	47	.....	.....	.....	.....	.....	200	40,100
Goodnight	Goodnight Baptist Academy	A. H. Thornton	Bapt.	4	3	1	78	47	125	.....	1	3	1	3	1,200	38,000
Greenville	Burleson College	J. E. Abney	Bapt.	4	3	2	30	15	45	27	14	.....	.....	.....	1,000	4,000
Houston	Ac. of the Incarnate Word	Rev. Mother M. Magdalene	R. C.	4	0	2	30	15	45	27	14	.....	.....	.....	100	4,000
do.	Barnett School	W. W. Barnett	Nonsect.	4	2	2	50	28	79	20	30	.....	.....	.....	200	80,200
do.	Houston Academy	C. W. Welch	Nonsect.	4	2	1	10	17	27	53	91	.....	.....	.....	1,000	38,368
do.	Houston College (negro)	F. W. Gross	Bapt.	4	4	1	50	18	34	62	.....	.....	.....	.....	1,000	4,000
do.	St. Thomas College	Rev. J. E. Pagueau, C. S. B.	R. C.	4	3	0	34	18	40	.....	4	4	.....	.....	1,000	4,000
do.	Hutchaby Academy	C. H. Hale	Nonsect.	4	2	0	22	83	145	10	12	3	1	1	200	80,200	
Hutchaby	Hutchaby Academy	C. H. Hale	Nonsect.	4	3	0	22	83	145	10	12	3	1	1	200	80,200	
Jacksonville	Alexander Collegiate Institute	F. E. Butler	Nonsect.	4	4	2	93	87	180	98	112	10	7	.....	1,000	38,368
Keene	Keene Industrial Academy	C. B. Hughes	7th D. A.	4	4	2	93	87	180	98	112	10	7	.....	1,000	38,368

1 Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.		High-school teachers.		High-school students.		Elementary pupils.		Graduates in 1911.		Credits prepared for college.		Volumes in library.	Value of property.
				Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
TEXAS—Continued.																	
1884 Lampasas.....	St. Dominic's Villa.....	Sister M. Louise.....	R. C.....	4	0	2	0	12	12	12	30	4	2	2	2	500	\$100,800
1884 La Porte.....	St. Mary's Seminary.....	Rev. J. M. Kirwin.....	R. C.....	4	0	0	37	37	37	12	116	0	2	2	0	900	16,000
1886 Laredo.....	Laredo Seminary.....	Mrs. N. E. Holding.....	M. E.....	4	0	4	15	20	41	54	20	0	2	1	0	300	200,000
1887 Lockney.....	Lockney Coll. and Bible Sch.....	J. L. German, Jr.....	Christian.....	4	0	0	1	40	65	95	20	2	2	2	7	4,500	40,000
1888 Marshall.....	Bishop College Ac. (negro).....	C. H. Maxson.....	Bapt.....	4	0	3	6	53	50	109	74	7	5	5	5	0	87,000
1889 do.....	St. Mary's Academy.....	Sister M. Prudentiana.....	R. C.....	4	0	4	39	35	74	25	30	4	3	3	3	700	125,000
1890 do.....	Wiley University (negro).....	Rev. M. W. Dugan, Ph. D.....	M. E.....	4	0	8	121	86	207	10	16	4	0	0	0	350	21,000
1891 Meridian.....	Noridian College.....	G. T. Bloodworth.....	Presb.....	4	2	1	60	84	114	10	70	23	0	1	0	360	46,000
1892 Milford.....	Texas Presbyterian College.....	Henry C. Evans, D. D.....	R. C.....	4	0	9	3	8	20	40	2	0	1	1	1	200	25,000
1893 Palestine.....	Trinity College.....	Sister M. Hephthong.....	R. C.....	4	0	1	21	9	30	12	17	1	3	3	3	400	20,800
1894 Round Rock.....	Rusk Academy.....	Charles Thompson.....	Bapt.....	4	2	2	41	27	68	12	17	7	6	6	1	2,000	75,000
1895 Salado.....	Thomas Arnold High School.....	Mother M. Polyarp.....	R. C.....	4	0	10	66	66	66	36	30	11	4	4	1	700	14,000
1897 San Antonio.....	Ac. of the Incarnate Word.....	Miss Julia C. Hall.....	R. C.....	4	0	9	32	32	32	8	16	3	0	2	2	1,000	31,000
1898 do.....	Garden Academy.....	A. W. S. Garden.....	Nonsect.....	4	1	0	63	63	63	63	10	10	6	6	6	800	75,300
1899 do.....	Marshall Training School.....	Newton J. Marshall.....	Nonsect.....	4	0	0	110	116	116	116	8	8	7	7	7	2,000	16,000
1900 do.....	Pancho Military Academy.....	Wesley Peacock.....	Nonsect.....	4	0	0	99	99	99	99	11	11	15	15	15	500	30,500
1901 do.....	St. Mary's College.....	William J. Ernst.....	R. C.....	4	0	3	35	35	35	4	6	5	6	6	6	2,000	100,000
1902 do.....	Thomas School.....	A. A. Thomas.....	Nonsect.....	4	0	5	87	87	87	40	50	10	10	11	11	2,000	100,000
1903 do.....	Uranian Academy.....	Rev. Thomas M. Ursula.....	R. C.....	4	0	0	100	100	100	40	40	10	10	11	11	2,000	100,000
1904 do.....	West Texas Military Academy.....	Angela McD. Crawford.....	P. E.....	4	0	0	63	63	63	14	42	33	33	33	33	200	80,000
1905 Seguin.....	Guadalupe College (negro).....	W. B. Ball.....	Bapt.....	4	0	0	5	8	14	44	75	14	14	14	14	200	80,000
1906 do.....	St. Joseph's Academy.....	Mother M. Walburga.....	R. C.....	4	0	2	1	14	14	40	33	1	1	1	1	1,200	60,300
1907 do.....	St. Joseph's Academy.....	Sister Mary Elizabeth.....	R. C.....	4	0	2	1	16	16	30	35	0	2	2	2	1,200	60,300
1908 Sherman.....	Acad. of Our Lady of Mercy.....	Sister M. Angela.....	R. C.....	4	0	2	90	80	170	32	38	0	4	4	4	3	80,000
1909 Stanton.....	Thorp Spring Christian College.....	A. W. Young.....	Christ.....	4	0	1	0	10	10	10	10	0	0	0	0	1,200	60,300
1910 Thorp Spring.....	St. Joseph's College.....	Brother Louis A. Huebert.....	R. C.....	4	0	4	20	20	20	100	100	20	20	20	20	1,200	60,300
1911 Victoria.....	St. Joseph's College.....	Brother Louis A. Huebert.....	R. C.....	4	0	4	20	20	20	100	100	20	20	20	20	1,200	60,300

B. M.

1712	1713	1714	1715	1716	1717	1718	1719	1720	1721	1722	1723	1724	1725	1726	1727	1728	1729	1730	1731	1732	1733	1734	1735
Waco	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford	Weatherford
Central Texas College (necro.)	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College	St. Basil's College
J. W. Strong, D. D.	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan	Rev. M. P. Ryan
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
102	33	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
102	33	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
204	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
18	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
38	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380	2,380
84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500	84,500
56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800	56,800
20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500	48,500
3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150
265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000	265,000

1 Value of building and grounds not given.

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911.—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.		High-school teachers.		High-school students.		Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
						Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
VIRGINIA.																	
1764	Alexandria.....	Episcopal High School.....	P. E.....	6	10	0	126		23	126		8		8		1,500	\$25,500
1765	do.....	St. Mary's Academy.....	R. C.....	3	0	3	3		23	23						400	51,800
1766	Bedford City.....	Cooperative School.....	Nonsect.....	4	2	6			85	85		7				1,200	110,000
1767	do.....	Randolph-Macon Academy.....	M. E.....	4	9	0	219		60	219		10				1,200	17,000
1768	Belton.....	Powhatan Institute.....	Nonsect.....	4	0	6			60	60		12		3			
1769	Blackstone.....	Blackstone Female Institute.....	M. E. So.....	4	1	21			397	397		49		10		1,000	140,000
1770	Bowling Green.....	Bowling Green Seminary.....	M. E. So.....	4	1	5			44	44		1		2		500	20,300
1771	Campbell.....	Money School.....	P. E.....	4	2	0	18		61	18		2		2		100	25,000
1772	Charlottesville.....	St. Anne's Episcopal School.....	P. E.....	4	1	5			57	61		43		6		250	16,000
1773	Chase City.....	Southside Institute.....	H. O. Nonsect.....	4	1	3			105	57		8		2		1,800	80,375
1774	Chatham.....	Chatham Episcopal Institute.....	P. E.....	4	0	6			146	105		13		27		327	43,263
1775	Claremont.....	Temperance, Industrial, and Collegiate Inst. (negro).....	Nonsect.....	4	4	8			90	202		20		39		5,000	60,000
1776	Cluster Springs.....	Cluster Springs Academy.....	Nonsect.....	4	5	0	90		49	90		5		5		500	40,000
1777	Daleville.....	Daleville College.....	Breth.....	4	4	0	49		31	80		27		10		500	55,000
1778	Danville.....	Danville School.....	Nonsect.....	4	5	0	54		54	54		4		4		1,500	117,000
1779	do.....	Randolph-Macon Institute.....	M. E. So.....	4	1	8			160	160		21		21		3,000	41,300
1780	Dayton.....	Shenandoah Collegiate Inst.....	Breth.....	4	4	2	67		52	119		8		8		1,200	20,000
1781	Dublin.....	Dublin Institute.....	Nonsect.....	4	4	0	82		37	119		9		3		1,000	11,000
1782	Fork Union.....	Fork Union Military Academy.....	Bapt.....	4	8	2	170		10	180		28		0		500	60,000
1783	Fort Defiance.....	Augusta Military Academy.....	Nonsect.....	4	8	0	134		134	134		20		20		1,000	21,000
1784	Franklin.....	Euphrasian Institute.....	Nonsect.....	4	0	3	4		11	15		9		3		500	6,000
1785	do.....	Franklin Female Seminary.....	Nonsect.....	4	1	4			29	29		2		2		500	125,000
1786	Front Royal.....	Randolph-Macon Academy.....	M. E. So.....	4	4	0	157		157	157		15		15		700	10,500
1787	Gloucester.....	Gloucester Academy.....	Nonsect.....	4	2	1	27		33	33		4		4		300	8,500
1788	Hampton.....	Hampton College.....	Nonsect.....	4	1	6			33	33		6		6		43	4,500
1789	Herndon.....	Herndon Seminary.....	P. E.....	4	0	3			13	13		3		3			
1790	Ivendale.....	Northern Neck Academy (negro).....	Bapt.....	4	1	2			20	22		5		4			
1791	Iver (R. F. D.).....	Corinth Academy.....	Friends.....	4	1	1			12	19		1		1		800	5,050

TABLE 36.—Private high schools and academies reporting for the school year ended June, 1911—Continued.

Location.	Name.	Principal.	Denomination.	Years in course.		High-school teachers.		High-school students.		Elementary pupils.		Graduates in 1911.		Graduates prepared for college.		Volumes in library.	Value of property.
						Men.	Women.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
WASHINGTON—con.																	
1822	Seattle.	Sacred Heart School	R. C.	4	0	3	3	6	11			2				25	1,300
1823	do.	St. Rose's Academy	R. C.	4	0	4	32	32	32	86	110	18		16	1	850	260,000
1824	do.	Seattle College.	R. C.	4	7	0	86	110	78	38	49	6	11	4	6	67	1,125
1825	do.	Seattle Seminary.	R. C.	4	4	1	23	55	31	31	38	4		4	2	1,000	131,789
1826	Spokane.	Acad. of Our Lady of Lourdes.	R. C.	4	1	3	81	80	89	89	88	6		4	3	1,000	43,000
1827	do.	Prinnot Hall.	P. E.	4	0	6	0	41	41	6	140	4		4		650	1,760
1828	do.	Houston School.	P. E.	4	4	0	41	20	20	20	28	7		4		2,000	120,000
1829	Tacoma.	Academy of the Visitation.	R. C.	4	0	3	73	73	73	73	28	2		4		1,842	402,000
1830	do.	Annie Wright Seminary.	R. C.	4	0	0	4	31	21	21						350	1,200
1831	Vancouver.	Providence Academy.	R. C.	4	0	1		21	21								
1832	Walla Walla.	St. Vincent's Academy.	R. C.	4	0	1											
WEST VIRGINIA.																	
1833	Alderson.	Alderson Academy.	Bapt.	4	2	3	10	30	40	25	40	1		1		1,000	12,000
1834	do.	Alleghany Collegiate Institute.	M. E. So.	4	2	3	40	35	75	10	16			2		300	17,500
1835	Beckley.	Beckley Institute.	Christian.	4	3	3	32	41	73	131	107	3		3		300	42,000
1836	Charlestown.	Stephenson Seminary.	Nonsect.	3	8	8	46	45	45	45	16			3		1,200	25,300
1837	Clarksburg.	St. Joseph's Academy.	R. C.	4	0	6	16	47	63	63	80	4		4		300	75,000
1838	Lewisburg.	Greenbrier Presbyterian School.	Presb.	4	0	1	70	55	70	33	70			4		100	26,000
1839	Perkinsburg.	Academy of the Visitation.	R. C.	4	0	7	25	29	55	64	29	4		4		3,000	11,500
1840	Phillippi.	Broadway Institute.	R. C.	4	4	4	25	29	54	29	37	7		6		1,800	130,000
1841	Romney.	Potomac Academy.	Bapt.	3	3	0	9	10	10	6	10	2		1		2,000	4,000
1842	Salem.	Salem College.	Presb.	4	3	3	64	116	127	127	8	10		6		1,000	55,000
1843	Wayne.	Oak View Academy.	S. D. Bapt.	4	2	3	65	61	126	126	12	14		10		300	2,200
1844	Wheeling.	Cathedral High School.	R. C.	4	4	0	12	8	12	8							
1845	do.	Linsly Institute.	Nonsect.	4	2	0	10	10	10	10							
1846	do.	Mt. de Chantal Academy.	R. C.	4	0	10		10	10	10	40					10,000	61,000

WISCONSIN.																
Albion	1847	Albion Academy	Theodore Ringdon	Luth.	4	2	0	8	22	30	3	4	2	0	1,000	60,500
Ashland	1848	Northland College Academy	M. J. Feagans	Nonsect.	4	5	3	32	20	58	0	0	4	0	4,000	110,844
Beaver Dam	1849	Wayland Academy	Edwin P. Brown	Bapt.	4	7	2	83	44	127	0	5	2	4	2,000	202,525
Cedar Grove	1860	Wisconsin Memorial Academy	Paul E. Hinkamp	Presb. and	4	0	2	19	27	43	0	2	4	2	700	8,300
Cortis	1861	Waboy Trosan Academy	Maria M. Alphonso, O. S. D.	R. C.	4	0	4	10	27	27	29	34	0	0	3,000	201,500
Delefield	1862	St. John's Military Academy	Rev. Sydney T. Smythe	P. E.	4	1	3	31	26	57	1	2	4	20	1,600	18,800
Endeavor	1863	Endeavor Academy	Walter A. Lins	Cong.	4	3	2	18	15	33	5	12	0	1	1,000	18,800
Evansville	1864	Evansville Seminary	Miss Anna L. Burton	P. Meth.	4	0	9	61	10	61	15	9	3	3	2,100	100,000
Fond du Lac	1865	Grafton Hall	B. Talbot Rogers	R. C.	4	0	4	30	22	58	6	3	5	2	3,000	30,400
Galesville	1867	St. Mary's Springs Academy	Sister M. Angeline Kamp	R. C.	4	3	2	30	15	55	05	14	5	5	350	125,000
Green Bay	1868	St. Joseph's Academy	Rev. Lars M. Gimmedstad	Luth.	4	0	6	17	19	38	2	4	2	4	3,000	67,100
Hillsdale	1869	Hillsdale Home School	Sister Mary Irene	R. C.	4	7	1	17	19	38	2	4	2	4	1,200	22,400
Hudson	1860	Galabud School	Misses Lloyd-Jones	Nonsect.	4	4	0	16	10	8	3	3	3	3	4,000	130,000
		Quarrie	J. P. Ingalls and T. W. Mac	Nonsect.	4	0	15	90	90	90	31	10	2	4	1,052	1,900
Kenosha	1861	Kemper Hall	Mother Margaret Clark	P. E.	5	0	12	48	48	24	8	8	9	4	6,000	94,700
Madison	1862	Sacred Heart Academy	Mother M. Fidella	R. C.	4	4	0	24	20	113	80	20	23	23	180,000	180,000
Mercer	1863	Keewatin Academy	James H. Kendrick	Nonsect.	4	4	1	20	100	100	105	159	9	25	120	100,600
Milwaukee	1864	Kermath-English Academy	Max Griebach	Nonsect.	4	4	0	7	217	217	34	38	5	0	1,000	76,300
do.	1865	Holy Angels Academy	Sister Mary Adora	R. C.	4	0	7	54	105	159	9	25	23	23	3,900	310,000
do.	1866	Lutheran High School	Father Meyer	Luth.	4	0	11	34	34	34	38	5	2	0	13,500	108,200
do.	1867	Milwaukee-Downer Seminary	Miss Mary D. Rodman, dean.	Nonsect.	4	0	4	47	97	144	10	52	0	0	1,000	100,600
do.	1868	Our Lady of Mercy Academy	Sister Mary Evangelist.	R. C.	4	0	4	34	34	34	38	5	2	0	3,900	76,300
do.	1869	St. John's Cathedral High Sch.	Sister Mary Grace.	R. C.	4	1	7	47	97	144	10	52	0	0	13,500	108,200
do.	1870	St. Mary's Institute	Mother M. Thecla.	R. C.	4	0	3	10	10	10	52	0	0	0	1,000	100,600
Mount Calvary	1871	St. Lawrence College	Rev. Benedict Mueller, O. M. Cap.	R. C.	5	12	0	150	150	150	150	150	150	150	3,900	76,300
Prairie du Chien	1872	College of the Sacred Heart	Rev. J. M. Hornung, S. J.	R. C.	4	8	0	176	176	176	13	20	20	20	13,500	310,000
do.	1873	St. Mary's Academy	Mother Mary Seraphia	R. C.	4	0	10	64	64	64	20	8	8	8	1,050	108,200
Racine	1874	Luther High Sch. and College	John A. Larsen	Ev. Luth.	4	2	2	57	7	33	59	12	14	14	1,400	35,400
do.	1875	Racine College School	W. P. Shero	P. E.	4	8	0	26	7	57	30	17	17	17	1,000	401,200
do.	1876	St. Catherine's Academy	Mother M. Cecilia	R. C.	4	0	3	39	32	34	80	2	4	1	200	1,200
Rochester	1877	Rochester Academy	Miss Gertrude G. Hunter	Cong.	4	1	3	19	22	41	41	2	4	1	411	10,500
Scandinavia	1878	Scandinavia Academy	M. E. Wagnild	Luth.	4	2	2	17	8	25	3	1	2	0	500	25,500
Sinsinawa	1879	Sinsinawa Academy	Sister Mary George.	R. C.	4	0	8	123	123	123	16	40	10	1	4,500	213,500
Watertown	1880	Sacred Heart College	D. K. O'Malley	R. C.	4	5	0	16	40	16	40	1	1	1	2,000	40,500
Wittenberg	1881	Wittenberg Academy	E. J. Onstad	Luth.	4	3	1	49	25	74	4	4	11	5	200	17,861
															</	

Value of building and grounds not given.

SPECIAL COLLECTIONS IN LIBRARIES IN THE UNITED STATES

BY

W. DAWSON JOHNSTON
LIBRARIAN OF COLUMBIA UNIVERSITY

and

ISADORE G. MUDGE
REFERENCE LIBRARIAN OF COLUMBIA UNIVERSITY



WASHINGTON
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FOREWORD.

The present bulletin is virtually a new edition of the work entitled *Special collections in American libraries*, by William Coolidge Lane and Charles Knowles Bolton (*Harvard University Library Bibliographical Contributions*, No. 45), published in 1892. Since the publication of that most important contribution to American library literature there have been several surveys of a local character, for example, that of the Library of Congress published in its *Report (with Manual) for 1901*; the manual of Chicago libraries, *Educational Opportunities in Chicago*, published by the council for library and museum extension, 1911; the *Descriptive and historical notes on the Library of Harvard University*, by A. C. Potter and E. H. Wells, 2d ed., 1911 (*Harvard University Library Bibliographical Contributions*, No. 60); and the *Readers' Manual*, published by Columbia University in 1911. These local surveys are of fundamental importance; they involve bibliographical work of the most valuable kind and make possible library publicity of the highest type.

In the scientific organization of our libraries, however, a national survey is of even greater importance, because it is only by such a survey that collections of general value may be distinguished from those of merely local value and that the results of all local surveys may be made generally known. It was for these reasons that the Commissioner of Education, in collecting the library statistics of the year 1908, determined to secure also information regarding special collections in libraries in the United States, and with that in view issued a circular, dated November 2, 1908, asking librarians to describe (1) any collections of books, pamphlets, periodicals, and documents in their libraries which were of unusual value either because of completeness in foreign literature or early literature of a subject or because the works in them were monumental in character or of unusual rarity; (2) collections of interest primarily because of their history and associations; (3) unique copies of any book. The circular added:

The description of collections should include a statement of the total number of volumes and pamphlets, mention of any special features and references to

printed catalogues or articles descriptive of such collections. The description of collections acquired *en bloc* should include also the name of the collector and date of acquisition of the collection.

This circular was sent to 2,298 libraries. In preparing the returns for publication very much has, of course, been omitted, and perhaps more might have been omitted with profit. It seemed better, however, to err on the side of inclusiveness. It also seemed better to arrange the material by subject matter rather than by place, although this plan involved more editorial labor.

It should be added that these statistics, like others, must, in the nature of things, be only relatively correct, because some libraries, like the Library of Congress and the John Crerar Library, are growing very rapidly, and because libraries differ more or less in their classification of books.

The editors are under especial obligations to Dr. W. W. Rockwell, librarian of Union Theological Seminary, New York City, for editing the chapter descriptive of the theological collections.

A DIRECTORY OF SPECIAL COLLECTIONS IN AMERICAN LIBRARIES.

GENERAL COLLECTIONS.

The New York Public Library has a good collection of practically all important encyclopedias from the "Speculum Quadruplex" of Vincent of Beauvais (1473) to the issues of to-day.

PUBLIC DOCUMENTS.

The Library of Congress, Washington, D. C., receives the publications of foreign Governments sent in exchange for the publications of the United States. It has over 350,000 volumes of documents of Nations, States, and municipalities, making the largest collection of statistical material in the United States. The Library of Congress receives currently 70 official gazettes. Its extensive files of bound volumes include practically complete sets of the London Gazette (1665) and the Journal Officiel de la République Française, with its predecessor, the Moniteur (1789-).

New York Public Library collection of public documents numbers probably 150,000 volumes, of which some 40,000 relate to cities.

Harvard University, Cambridge, Mass., has a collection of foreign documents, including British documents, 6,906 volumes, and Canadian documents, 1,055 volumes.

The Free Library of Philadelphia contains a collection of over 101,000 official publications of the Governments, States, provinces, and cities of the world.

Wisconsin State Historical Society, Madison, contains over 40,000 volumes. In this collection are a complete set of United States publications, nearly complete sets for all the States and the leading American cities, and rapidly growing sets for several foreign countries, particularly Great Britain and her colonies.

The John Crerar Library, Chicago, Ill., has a strong collection of public documents. In addition to the United States documents which it has received as a designated depository, as a special depository for publications of the Geological Survey, and as a depository of all acts and bills since 1901, it has many State and city documents, a nearly complete set of the Parliamentary Papers of Canada, a very full set of those of the Netherlands, an unusual collection of French documents of the 15th-18th centuries on economic subjects, and many serial publications of Austria, France, Germany and Italy.

The University of Pennsylvania, Philadelphia, has a considerable collection of documents of foreign countries, including an extensive collection of English Government publications, 900 volumes of French legislative documents, and the entire proceedings and other documents of the Reichstag since the founding of the German Empire.

The Seattle (Wash.) Public Library acquired by purchase in 1906 a nearly complete set of Canadian public documents.

UNITED STATES DOCUMENTS.

- The library of the Office of the Superintendent of Documents, Washington, D. C., contains the largest collection of United States public documents in the country.
- The United States War Department Library, Washington, D. C., has a complete set of the original journals of both Houses of Congress for the first 14 Congresses. It has also a practically complete set of all congressional documents and reports from the Fifteenth Congress to date, easily accessible to consulting students.
- Yale University, New Haven, Conn., has a set of the United States congressional documents complete since 1825 and for the earlier period reasonably full, including about 125 volumes for the first 14 Congresses.
- The Boston Athenæum has a collection of 177 volumes of early United States documents (first 14 Congresses, 1789-1817).

NEWSPAPERS.

A statement of the files of early American newspapers to be found in the principal libraries which specialize in such material is given in *American newspapers of the 18th century. List of files and libraries in which they may be found*, in *Archives of the State of New Jersey, 1st series, vol. 11, etc.*

- The Library of Congress, Washington, D. C., has over 35,000 volumes of newspapers, chiefly American. Four hundred and fifty current newspapers are preserved and bound. The collection of 18th-century American newspapers is particularly strong. See *Check list of American newspapers in the Library of Congress, 1901, 292 pages; Check list of foreign newspapers in the Library of Congress, 1904, 71 pages.*
- The American Antiquarian Society, Worcester, Mass., has a collection of American newspapers numbering about 8,000 volumes. It is especially strong in the period before 1820, having acquired through the gift of Isaiah Thomas, the founder of the society, his collection of American newspapers, then the largest in the country. The present plan of collecting comprehends acquiring files of all newspapers through the period of the Civil War and preserving nearly 30 journals, representing various sections of the country, as currently issued. The collection is briefly described in the Handbook of the society, page 10, and is roughly listed in the U. S. Census of 1880.
- The Public Library of the City of Boston has a collection of 7,101 volumes.
- Harvard University Library, Cambridge, Mass., has a collection of newspapers numbering 4,136 volumes.
- The Boston Athenæum has a good collection of files of early Boston newspapers, comprising 100 volumes, and a large collection of periodicals, including many rare and unique examples from the 17th and 18th centuries.
- The Essex Institute, Salem, Mass., has a collection of over 5,000 volumes of Massachusetts newspapers. This includes 1,045 volumes of Essex County papers and about 75 volumes printed before 1780. There are also early files of Philadelphia and Washington newspapers.
- The Worcester (Mass.) Public Library has a large collection of eastern Massachusetts newspapers. Two hundred and eighteen volumes of Haverhill newspapers are in the Haverhill Public Library. The Berkshire Athenæum, Pittsfield, Mass., has a collection of western Massachusetts newspapers numbering 474 volumes, besides 520 volumes of nonlocal newspapers.

- Dartmouth College, Hanover, N. H., has a collection numbering many thousands of late 18th and early 19th century newspapers. This collection is strongest in New Hampshire, Massachusetts, and Vermont papers.
- The Rhode Island Historical Society, Providence, has an almost complete collection of newspapers published in the State, 1762 to date, comprising about 5,000 volumes.
- Yale University, New Haven, Conn., has over 2,500 volumes of newspapers.
- New York Public Library is rich in its collection of early newspapers, particularly those published in New York City before 1800. The publications of the New England press and of the Pennsylvania press are also well represented.
- The New York (N. Y.) Historical Society is particularly strong in American newspapers printed prior to 1800.
- The New York (N. Y.) Society Library has the New York Gazette, 1726-1729, printed by W. Bradford. Many of the numbers are unique. The library is strong in early newspapers.
- Princeton (N. J.) University has a substantial collection of bound newspapers, including several hundred volumes of 17th and 18th century European "Diaries" and similar political periodicals.
- Rutgers College, New Brunswick, N. J., has probably the most nearly complete files of local newspapers in existence.
- The Vineland (N. J.) Historical and Antiquarian Society has a collection of the daily and weekly newspapers of Vineland from the first issue of the Vineland Weekly, in 1865, to the present.
- The Historical Society of Pennsylvania, Philadelphia, has a collection of New York and Philadelphia newspapers since the eighteenth century.
- The Library Company of Philadelphia has 1,430 volumes of Philadelphia newspapers, beginning with the earliest, the American Weekly Mercury of 1719, etc., and comprising sets of Franklin's Pennsylvania Gazette, Bradford's Journal, etc.
- The Wyoming Historical and Geological Society, Wilkes-Barre, Pa., has 1,200 bound volumes of local newspapers.
- The Maryland Historical Society, Baltimore, has a collection of American newspapers dating from 1728, representing 80 titles from seven cities in Maryland and 29 titles from other States.
- The Virginia State Library, Richmond, has 1,091 bound volumes of Virginia newspapers, beginning with an incomplete file of the Virginia Gazette. Seven hundred and thirty-eight of these are Richmond newspapers from 1804. Especially valuable is the file of Richmond newspapers, 1860-1865, which is more nearly complete than is any other library's.
- The Norfolk (Va.) Public Library contains Norfolk newspapers, 1802, etc., comprising 362 volumes. A catalogue of these is in its annual report, 1908, pages 16-24.
- The College of Charleston, S. C., contains 223 volumes of South Carolina newspapers, covering the years 1787-1859.
- The Carnegie Library of Nashville, Tenn., has 697 volumes of newspapers dating from 1818. This is said to be the most nearly complete file in the South.
- The Association Public Library, Mobile, Ala., has the only file of the Mobile Daily Register from 1821 to 1909 (166 vols.), lacking only one-half year of 1864. The Register is the oldest paper in Alabama.
- Texas State Library, Austin, has 1,000 volumes and University of Texas, Austin, has 255 volumes of Texas newspapers. The Houston Lyceum and Carnegie Library also has a valuable collection of the State newspapers.

- Western Reserve Historical Society, Cleveland, Ohio, is endeavoring to secure complete files of newspapers published in the Western Reserve. About 60 towns are represented. Unbroken files of Cleveland newspapers constitute the strong feature.
- Young Men's Mercantile Library, Cincinnati, Ohio, has an almost complete collection of Cincinnati newspapers from 1799 to the present, containing approximately 1,000 volumes.
- Grand Rapids (Mich.) Public Library has complete files of nearly all the newspapers published in Grand Rapids from 1841, about 700 volumes.
- A list of the newspapers of Illinois, with an indication of the libraries in which they may be found, is given in *Newspapers and Periodicals of Illinois, 1814-1879*, by F. W. Scott, 1910, 610 p. (*Illinois Historical Library. Collections*, v. 6.)
- Newberry Library, Chicago, has a collection of American newspapers numbering 2,620 volumes. The Chicago Historical Society contains about 700 titles of Illinois newspapers.
- Warren County Library and Reading Room Association, Monmouth, Ill., has a set of all newspapers that have been published at Monmouth, numbering 167 volumes, 1846-1908.
- The State Historical Society of Wisconsin, Madison, has 20,000 bound volumes of newspapers. See *Annotated Catalogue of Newspaper Files 1898*, 375 p. Cf. R. G. Thwaites. *The Ohio Valley Press (to 1813)*, in *American Antiq. Soc. Proc.* n. s. 19:354-68.
- The Library of the Minnesota Historical Society, St. Paul, has 8,603 bound volumes of newspapers, including all newspapers published in Minnesota since 1849. It receives currently 428 Minnesota newspapers.
- Davenport (Iowa) Public Library has files of local newspapers dating from 1841, comprising 323 volumes.
- Missouri State Historical Society, Columbia, has more than 200 volumes published at Jefferson City. It receives currently 700 Missouri newspapers and 700 Missouri periodicals.
- St. Louis Mercantile Library has files of Missouri and Illinois newspapers from 1808 to date, especially St. Louis newspapers. See its *Missouri and Illinois newspapers, 1807-1897, chronologically arranged*. St. Louis 1898, p. 1-16.
- The Free Public Library of the city of St. Joseph, Mo., has complete sets of files of local newspapers dating from 1845, making 245 volumes in all.
- Kansas State Historical Society, Topeka, has bound sets of the newspapers of the State since 1875, as well as many files of earlier date, including the complete files of the *Leavenworth Herald* and *Herald of Freedom*, Lawrence, the leading exponents of the proslavery and free-State issues, 1854-1859. The total is 24,153 bound volumes, running from 1854 to 1909, and representing 841 publications from all of the 106 counties of Kansas, as well as 11,439 volumes of newspapers and periodicals published outside the State. In all, these publications represent 54 places in the United States, including Hawaii, Porto Rico, and the Philippines, and 12 foreign places. The list is found in its Report, 1908, pages 170-206.
- Montana Historical and Miscellaneous Library, Helena, contains practically complete files of all Montana newspapers from the first paper published in the State (August, 1864) to the present.
- The California State Library, Sacramento, has about 4,350 volumes of local newspapers, including complete files of the first papers published in the State.

The Los Angeles (Cal.) Public Library has as a permanent loan from the Historical Society of Southern California a file of southern California newspapers comprising 100 volumes. This is said to be the largest in existence; it contains the only known file of earliest Los Angeles papers, beginning with the Southern Californian in 1854.

Pratt Institute, Brooklyn, N. Y., has as a deposited collection the Edwin Hadley Smith collection of amateur journalism, consisting of 27,000 amateur papers and professional clippings bound in 267 volumes, of which 234 volumes (24,004 issues) are American, covering the years 1845-1907; 25 volumes (1,559 different issues) are foreign, covering the years 1871-1907 for Canada, Central America, England, France, Ireland, Philippine Islands, Portugal, Scotland, South Africa, and Wales; and 8 volumes are made up of 1,150 clippings from professional papers and magazines from 1867 to 1906, in America, Australia, Canada, England, and Scotland. There is also a complete file of The National Amateur (1878-1898) bound in 3 volumes, and in addition to the periodical material a collection of 590 amateur books, histories, directories, constitutions, plays, etc.

DIRECTORIES.

The Library of Congress, Washington, D. C., through copyright, has acquired an extensive collection of the directories of American cities, etc., and has purchased numerous directories for the period before 1870, when the present copyright laws went into effect. In 1910 the collection numbered: City and State directories (United States), 9,300; social directories (United States), 778; trade directories (United States), 4,500; trade directories (foreign), 190; total, 14,760.

Essex Institute Library, Salem, Mass., contains 4,028 volumes of directories. The collection is strongest in New England and the Eastern States, and includes many early issues.

The Sampson & Murdock Co., 246 Sumner Street, Boston, Mass., have about 4,000 volumes of city and town directories published in the United States from 1785 to 1910.

The American Antiquarian Society, Worcester, Mass., has a collection of American directories numbering about 2,700 volumes.

The Rhode Island Historical Society, Providence, has about 1,100 American directories.

The Connecticut Historical Society, Hartford, has a collection of about 1,500 directories of various American towns and cities.

ALMANACS.

The Library of Congress, Washington, D. C., has a collection of almanacs of over 7,200 volumes. The American almanacs issued before 1800 number 1,200 volumes; after 1800, 4,500 volumes. Foreign almanacs number over 1,500 volumes. See *Preliminary Check List of American Almanacs, 1639-1800*, by H. A. Morrison, 1907. 160 p.

The American Antiquarian Society, Worcester, Mass., has a collection of American almanacs numbering over 5,000 separate issues.

The Essex Institute, Salem, Mass., has a collection of American almanacs numbering about 3,500 volumes, 800 of which are before 1800.

The Rhode Island Historical Society, Providence, has 1,200 American almanacs, mostly of the period from 1800 to 1860, and practically complete as regards Rhode Island issues.

The Connecticut Historical Society, Hartford, has the best collection of 18th century almanacs printed in Connecticut. The collection comprises about 175 issues.

The New London (Conn.) Public Library has 118 numbers of New London almanacs, more than half of which are of the 18th and first half of the 19th century.

The New York Public Library has a good collection of American almanacs of the 18th and 19th centuries, English almanacs of the 17th and 18th centuries, and French almanacs of the 19th century, numbering in all about 2,500 titles. These include the Fraser collection, presented to the library by Mrs. Henry Draper, and a collection of early English almanacs presented by the late Paul Leicester Ford. See *List of almanacs, ephemerides, etc., and of the works relating to the calendar, in the New York Public Library*. (In *New York Public Library. Bulletin* 7: 246-267, 282-302, July-August, 1903.)

INCUNABULA.

Collections Arranged According to Apparent Size.

Harvard University, Cambridge, Mass., has about 900 incunabula, representing over 200 presses, together with a remarkably long series of Aldines.

The Ann Mary Brown Memorial, Providence, R. I., contains a collection of 530 volumes—said to be one of the most nearly complete in the world—of books from the first European presses. The collection was made for the purpose of showing the progress of printing with movable metal type through the first half century of the existence of this invention, as well as of illustrating the early history of wood engraving. It includes 150 books from the possible 238 presses set up before 1501, and is fairly representative of countries. See A. W. Pollard, *Catalogue of books, mostly from the presses of the first printers, collected by Rush C. Hawkins, and deposited in the Ann Mary Brown Memorial, at Providence. Oxford University Press, 1910*.

The Free Library of Philadelphia has a collection numbering about 500 volumes and representing over 300 different printing presses.

Union Theological Seminary, New York, acquired in 1838 the library of Leander Van Ess, consisting of 430 incunabula from 1469 to 1510. For many years this was the most important collection in the United States.

The Library of Congress, Washington, D. C., owns about 400 volumes of incunabula.

The New York Public Library has about 350 incunabula, together with 15 block books of the 15th and 16th centuries. Its early printed books include 150 Aldines and 10 Caxtons.

Cornell University, Ithaca, N. Y., has a collection of 204 incunabula, chiefly from the collections of ex-President Andrew D. White and Prof. Willard Fiske, the latter consisting mainly of editions of Dante and Petrarch.

Princeton University, New Jersey, has a collection of 172 incunabula.

Yale University, New Haven, Conn., has a collection of 136 incunabula.

General Theological Seminary Library, New York, possesses 123 incunabula.

Of these 92 are in its collection of Latin Bibles described elsewhere.

The Grolier Club, New York, has the Bruce collection of incunabula, collected and bequeathed to the club by George and David Wolfe Bruce. This collection contains 80 incunabula, collected with special reference to the allusions to the invention of printing found in many of them. See *A Description of the Early Printed Books Owned by the Grolier Club. 1895.*

John Carter Brown Library, Providence, R. I., has a collection of 325 works from the Aldine presses.

Cartons owned by American collectors were listed in an article in the *Publishers Weekly* (70 : 1306) reprinted from the New York Sun, November 4, 1906.

Jewish Theological Seminary, New York, has 57 out of the known 101 Hebrew incunabula.

PHILOSOPHY.

Columbia University Library, New York, has a collection on philosophy, numbering 11,149 volumes, including a Kant collection of 1,500 volumes.

Harvard University Library, Cambridge, Mass., has a collection numbering 11,058 volumes, including the Schelling collection, made by Prof. Royce, of 151 books and pamphlets, first editions of most of the philosopher's writings, and many volumes of contemporary criticism.

In the New York Public Library, the collection of works by and relating to Spinoza, comprising 250 volumes, is probably the most important single group. A list of works in the New York Public Library relating to philosophy was printed in its *Bulletin* 12: 407-447, 464-516 (1908).

Woodstock College, Maryland, has a collection of scholastic philosophy containing 4,750 volumes.

Johns Hopkins University library, Baltimore, Md., has a collection of medieval philosophy and scholastic divinity which contains 800 volumes, many rare, bought of the collector, Prof. C. S. Pierce, in 1881.

Cornell University, Ithaca, N. Y., has a large Plato collection, a Kant collection numbering 434 volumes, and a Spinoza collection made by ex-President Andrew D. White, originally containing 435 volumes, but since increased by purchases to 525 volumes. All editions of Spinoza's works are included, but the larger part of the collection consists of commentaries and controversial writings on Spinoza's philosophy. There is also a nearly complete series of portraits of Spinoza. This is probably the largest collection of Spinoza literature in existence.

ETHICS.

The Carnegie Library, of Pittsburgh, has the J. E. Schwartz collection of books on ethics comprising 1,100 volumes. The aim of the library is to purchase all books of value on this subject.

PSYCHOLOGY.

Columbia University, New York, has a collection on psychology of 2,826 volumes.

OCCULT SCIENCES.

The Library of the Supreme Council of the Ancient and Accepted Scottish Rite of Freemasonry, Washington, D. C., has a collection of about 1,000 volumes on occult and allied subjects.

The New York (N. Y.) Society Library acquired from the library of John Winthrop, first governor of Connecticut, 269 volumes, chiefly in Latin, on alchemy, magic, and the Rosicrucians. See its *Catalogue*, 1850, p. 491-505.

The New York Public Library has the S. R. Ellison collection on natural magic and prestidigitation, of 664 volumes and 433 pamphlets.

St. Louis Mercantile Library Association has a collection of about 300 books on alchemy, mostly in English, including the collection made by the late Maj. Gen. Ethan Allen Hitchcock.

Harvard University, Cambridge, Mass., has 201 volumes on alchemy and 85 on astrology.

WITCHCRAFT.

Cornell University, Ithaca, N. Y., has in the White Historical Library a collection of about 1,500 volumes and pamphlets, and about 50 manuscripts on witchcraft and diabolism.

A list of books in the New York Public Library on witchcraft in the United States was printed in its *Bulletin*, 12: 658-675.

Harvard University, Cambridge, Mass., has a collection of 280 volumes on witchcraft.

THEOLOGY.

Union Theological Seminary, New York, acquired in 1838 the library of Leander Van Ess, consisting of over 13,000 volumes, including 430 incunabula, from 1469 to 1510; 1,246 titles of Reformation literature, in original editions; 37 manuscripts, 4,209 volumes in church history, patristics, canon law, etc.; about 200 editions of the Vulgate and of German Bibles. It possesses a complete set, comprising over 400 numbers, of the theses of the Faculté libre de Théologie Protestante de Paris, as well as a large number of theses published at German universities from the 17th century on. The seminary subscribes to the leading theological and literary periodicals of England, Germany, France, and the United States to the number of about 125. Its files were described in 1905 in the *List of Periodicals in the New York Public Library, General Theological Seminary, and Union Theological Seminary Relating to Religion, Theology, and Church History*, *New York Public Library Bulletin* 9: 9-31, 50-72.

Harvard University, Cambridge, Mass., has the library of Prof. G. C. F. Lücke, of Göttingen, numbering 4,000 volumes. This was acquired in 1856. It also has the collection of works on doctrinal theology and ritualism, presented by John Harvey Treat. A catalogue of the latter, prepared by Mr. W. C. Lane, was published in 1889 (29 p.) as Harvard University Library Bibliographical Contributions No. 36.

In 1847 Andover Theological Seminary, Cambridge, Mass., received the very valuable theological portion of the library of the Rev. John Codman, D. D., of Dorchester, comprising 1,250 volumes.

The Boston Public Library received in 1860 by bequest the library of Rev. Theodore Parker, comprising 12,501 volumes and 4,617 pamphlets.

The Congregational Library, Boston, contains the library of the late Rev. William Stubbs, Bishop of Oxford, numbering 6,000 volumes. It consists chiefly of theology and history, and has unique value for early English history.

The Drew Theological Seminary Library, Madison, N. J., has a collection of local church papers including over 10,000 numbers.

The Maryland Diocesan Library (Episcopal), Baltimore, Md., numbers 30,000 volumes, including the famous theological library of the late Bishop W. R. Whittingham (died 1879), and the theological collection of the late Rev. E. A. Dalrymple, of Baltimore.

Wake Forest College Library, North Carolina, acquired in 1887 by gift the library of Rev. Thomas E. Skinner, of Raleigh, N. C., containing 2,000 volumes on theological subjects, the most valuable of which are the English translations of the church fathers.

Atlanta Theological Seminary, Georgia, contains the library of the Rev. Prof. Charles M. Mead, D. D.

Berkeley Divinity School, Middletown, Conn., has a part of the library of the late Rev. Samuel Farmar Jarvis (died 1851), the library of the late Rev. Thomas Winthrop Coit (died 1885), and the library of the late Rev. Dr. John Williams (died 1899).

Mount St. Clement College, De Soto, Mo., has about 500 volumes of theology of the 16th and 17th centuries, including rare books and many with manuscript notes.

EXEGETICAL THEOLOGY.

GENERAL COLLECTIONS, INCLUDING TEXTS, COMMENTARIES, ETC.

Union Theological Seminary, New York, has a large collection of exegetical theology, both Protestant and Roman Catholic, which includes, besides facsimiles, texts, and versions, numerous works on textual and historical criticism, and printed commentaries from the 15th century on.

The library of the Jewish Theological Seminary of America, New York, contains the collections of the late Dr. D. Cassell and of Herr Halberstam, comprising 6,000 volumes. These were presented in 1903 by the Hon. Mayer Sulzberger. It also received in 1911 by gift from Hon. Jacob H. Schiff the library of the late Prof. E. Kautzsch, of Halle, numbering 4,600 volumes.

Divinity School of Harvard University, Cambridge, Mass., acquired in 1886 from the library of Prof. Ezra Abbot 3,834 volumes and 781 pamphlets relating largely to the New Testament, and including material used in editing the American revised version of the New Testament; in 1902 it also acquired from the library of J. H. Thayer 1,407 volumes and 1,053 pamphlets relating largely to the New Testament, and including a large amount of material used in editing the American revised version of the New Testament.

The Catholic University of America, Washington, D. C., contains 4,800 volumes classified under the head of Scriptures.

Woodstock College, Maryland, has 4,000 volumes on Bible study.

Springfield (Mass.) City Library has 3,130 volumes of exegeses (Bible, etc.) as part of the Caroline A. Rice department of theology.

Drew Theological Seminary Library, Madison, N. J., has a collection of commentaries on the Bible numbering 2,901 volumes; concordances, 83 volumes; harmonies of the Gospels, 70 volumes; books on the Revelation of St. John, 169 volumes; lives of Jesus Christ, 438 volumes; lives of St. Paul, 86 volumes.

The library of Princeton Theological Seminary, Princeton, N. J., has 2,800 volumes and 860 pamphlets of the library of the late Prof. William Henry Green, bequeathed by him, and consisting chiefly of works on Old Testament language and literature.

Newberry Library, Chicago, Ill., has 2,636 volumes and pamphlets on the Bible, including editions, translations, and commentaries.

Riggs Memorial Library, Georgetown University, Washington, D. C., has 2,369 volumes and 105 pamphlets of exegetical theology, including editions of the Bible.

St. Anselm's Library, St. Meinrad, Ind., has about 2,000 volumes of exegeses and texts, including various old and new, critical and popular editions from about 1500 till the present time, in Hebrew, Greek, Latin, and modern languages.

Western Theological Seminary, Chicago, contains about 1,500 volumes bearing on the exegesis of the Old Testament.

Bucknell Library, Crozer Theological Seminary, Chester, Pa., possesses 1,000 volumes of New Testament texts, textual criticisms, and works on New Testament exegesis, including facsimiles of the great uncials and all the important editions of the printed text.

Oberlin College, Oberlin, Ohio, received in 1908-9 from the library of Prof. J. Henry Thayer more than 1,000 volumes on the history and study of the New Testament.

BIBLES.

University of Chicago has the Colwell Library, a collection of Bibles containing about 8,000 volumes made for the American Bible Union by Dr. T. J. Conant while working on the American revised version. This is generally regarded as the finest translation collection known; it includes the entire German series, the ancestor of the Lutheran Bible, as well as the English series, the ancestor of the King James version. It includes also many rare editions of early Hebrew and Greek classics. Some of the more valuable editions in the collection were secured at the sale of the Van Voorst library at Amsterdam.

The New York Public Library has a collection of Bibles amounting to about 8,000 volumes. Its strength lies in English Bibles before 1700, in the early copies of the Bible turned out by the pioneer presses from the time of Gutenberg on, and in those Bibles and parts of Bibles in less familiar tongues which are included in the collection of the American Bible Society deposited with the New York Public Library in 1896.

The American Antiquarian Society, Worcester, Mass., has a collection of Bibles numbering 1,100 volumes, which is especially strong in the earlier editions.

Hartford (Conn.) Theological Seminary, has a good collection of Bibles, including a complete set of the great Polyglots, many Greek and Latin editions, and many versions of the New Testament; it is especially strong in missionary versions.

The Congregational Library, Boston, has a collection of Bibles numbering 900 volumes. This collection is divided as follows:

(1) The Pratt Collection of Bibles and other Sacred Literature of 400 volumes given by S. B. Pratt in 1899. The Pratt Collection includes: (a) Bibles and parts in foreign languages, 156 volumes; (b) English Bibles and parts, 135 volumes; (c) "Chained Bible" (circa 1490), 4 volumes folio; (d) the Bible of other lands, Psalm Books, with Hindu and Buddhist manuscripts, etc., and Scripture rolls and manuscripts.

(2) Bibles outside the Pratt Collection numbering 500 volumes. These include Hebrew and Greek texts, Greek Codices, and versions, English and foreign.

Drew Theological Seminary Library, Madison, N. J., has a collection of Bibles numbering 894 volumes.

General Theological Library, Boston, has a collection of Bibles numbering about 400 volumes, including some rare 15th century Latin Bibles.

Alma College Library, Michigan, has New Testaments written in 50, and Old Testaments written in 16 various languages and tongues, both ancient and modern.

The General Theological Seminary Library, New York, N. Y., acquired in 1898 the Copinger collection of Latin Bibles, containing 565 editions in 1,450 volumes—more than the editions of the Latin text in either the British Museum or Bibliothèque Nationale. This collection has been kept up. Among its notable additions are a Gutenberg Bible (1450-1455) and the first dated Bible (1462). A special feature of the collection is the number of unique copies and of unique copies in good preservation. An edition of 1483 and another of 1618 are among the former, and among the latter is a perfect copy of the unidentified edition of 1491, of which only three other copies are known: One in the British Museum and two in the Bodleian (all imperfect), and also a complete copy of the famous Antwerp Polyglot, of which there are six imperfect copies in the British Museum. The library also includes an almost complete set of Coberger editions from the first of 1475 to those of the 16th century, as well as a perfect Polyglot of Hutter. Other rare editions comprise the Reynsburch edition of 1478, the Zainer edition of 1480, the Reinhard edition of 1482, the Scot edition of 1489, the first Sacon edition of 1506, the first Vostre edition of 1512, the Venice edition of 1519 (which contained the first metal engravings), the Cratander edition of 1526, and an unique Latin translation of the Septuagint; the first edition in which the verses were numbered known as the Ant. de Ry of 1526, the Stephen edition of 1528, Quenel's Cologne edition of 1529, and the rare edition of Peypus of 1530 with 77 engravings by Hans Springinklee and others, of which no other copy can be found in the three great libraries of England or the Bibliothèque Nationale of Paris. Other important editions in the collection are Munster's translation from the Hebrew of 1534, the rare first edition of Clarius of 1543, in which he corrected the text in 3,000 places; the original Zurich edition of 1543; the Hentenius Bible of 1547, Castalio's translation, published in 1551 and dedicated to Edward VI; the first London edition of 1580; the Roman edition of 1593, and copies of all the other 16th century editions known. Among the editions of the 17th century are the eight volume Paris edition of 1642, which was printed for the King of France; the Biblia Magna of 1643, and the Biblia Maxima of 1660, the former in five, the latter in 19 folio volumes.

The library of the Jewish Theological Seminary of America, New York, contains 1,455 volumes of Hebrew Bibles, 13 of them printed before 1500; a parchment copy of the Complutensian Polyglot, and one of the few copies known of the Spanish translation of the Psalms printed in Ferrara in 1553. Union Theological Seminary, New York, has over 700 editions of the Greek Testament.

Divinity School of Harvard University, Cambridge, Mass., has a collection of Greek Testaments numbering about 380 volumes.

CHURCH HISTORY.

GENERAL.

Riggs Memorial Library, Georgetown University, Washington, D. C., has 5,204 volumes and 929 pamphlets on church history, general, national, and local, including hagiography or Christian biography. It received in 1907 the collection of Cardinal Steinhuber, containing authentic acts of those canonized and beatified in the second half of the 19th century.

Bucknell Library, Crozer Theological Seminary, Chester, Pa., has more than 5,000 volumes on church history, the collection being especially rich in source collections.

- Rochester Theological Seminary, New York, acquired in 1853 the library of August Neander, by the gift of Hon. Roswell Burrows, of Albion, N. Y. The collection contains 4,600 volumes relating to church history, covering the subject in general, from the early church to the middle of the 19th century.
- Union Theological Seminary, New York, purchased in 1838 in the Library of Leander Van Ess 4,209 volumes in church history, patristica, canon law, etc. Extensive additions have been made from the libraries of students of church history such as Prof. Roswell D. Hitchcock, Philip Schaff, Ezra H. Gillett, and Samuel Macauley Jackson.
- Andover Theological Seminary, Cambridge, Mass., purchased about 1866 the library of the late Dr. C. W. Niedner, professor of church history at the University of Berlin. There were over 4,000 volumes, including many rare and curious books.
- The New York Public Library acquired in 1896 a collection of 2,700 books and pamphlets relating chiefly to the history of religious sects and organizations, including especially matters relating to the Jansenists, Jesuits, and Baptists. The collection was purchased at the sale of the library of the late Rev. W. R. Williams.
- St. Anselm's Library, St. Meinrad, Ind., has about 2,500 volumes on church history.

PERIODS : THE EARLY CHURCH.

- Harvard University, Cambridge, Mass., has the Treat collection on the catacombs and Christian antiquities of Italy, comprising 805 volumes. It is intended to make the collection complete.
- Springfield (Mass.) City Library has 2,211 volumes on church history, general and denominational, which forms part of the Caroline L. Rice department of theology.
- Maryland Diocesan Library (Episcopal), Baltimore, has 1,500 volumes of church history, including 250 volumes on the history of the councils, 450 on the Reformation, and about 400 relating to the Church of England and the Protestant Episcopal Church.
- Drew Theological Seminary Library, Madison, N. J., has a collection of the documents of churches other than Methodist, numbering approximately 1,000 volumes and 25,000 pamphlets.

THE REFORMATION.

- Haverford College, Pennsylvania, acquired in 1899 the library of the late Prof. Gustav Baur, of Leipzig, containing 7,000 volumes, of which about 4,000 volumes are on historical and dogmatic theology, particularly relating to the Reformation period.
- Cornell University, Ithaca, N. Y., has in the White Historical Library a collection on the Protestant Reformation and its forerunners, which numbered 1,500 volumes in 1887 and has since been greatly enlarged. The collection is especially strong in contemporary impressions of the writings of the principal reformers, though the section on Luther is less important than the Lutherana collection at the Hartford Theological Seminary. There is besides a collection of 241 portraits of the reformers. See *Catalogue of the Historical Library of Andrew Dickson White. Vol. 1, the Protestant Reformation and Its Forerunners. Ithaca. The University Press. 1889. 106 p.*

In addition to the collection on the Protestant Reformation, the White Historical Library includes several other collections relating to church history. Especially to be noted are: (1) A collection on the history of superstition and persecution, including about 150 volumes on the torture; (2) a growing collection on the rise of tolerance; (3) a small collection on Fra Paolo Sarpi.

Hartford Theological Seminary, Hartford, Conn., has 2,000 volumes of Lutheran, mostly purchased of Beck, in Nordlingen, in 1883. (See *Beck, O. H., Bibliotheca Lutherana . . . Nordlingen, 1883. 185 p.* The seminary possesses also a Schwenckfeldt collection of about 1,000 volumes, collected for Prof. Hartranft's edition of the works of Schwenckfeldt.

Union Theological Seminary, New York, in 1833 purchased, in the library of Leander Van Ess, 1,246 numbers of Reformation literature in original impressions, dealing chiefly with the earlier phases of the Lutheran movement. In 1901 the Rev. Prof. Samuel Macauley Jackson, D. D., LL. D., presented an almost exhaustive collection relating to Zwingli and the Reformation at Zurich. Recent purchases include many pamphlets of Martin Bucer and a mass of material on polemics and on irenic movements.

See also Church History, Denominations (Baptist, Lutherans).

CHURCH HISTORY BY COUNTRIES.

FRANCE.

Union Theological Seminary, New York, has a collection of books on church and state in France, 1870-1907.

GREAT BRITAIN.

Union Theological Seminary, New York, possesses in the McAlpin collection of British theology and history about 10,000 volumes and pamphlets bearing on the religious history of Great Britain, chiefly in the 17th century, including also Civil War tracts. Though the interest centered first in the work of the Westminster Assembly, it has extended to all the early Puritans and Dissenters, as well as the Roman Catholics, and to the Deistic, Trinitarian, Bangorian, and other ecclesiastical controversies of the 18th century. There will soon be printed a catalogue of its contents prior to 1701. The library contains also over 200 bound volumes of pamphlets bearing on the history of the Anglican and Roman Catholic Churches in the 19th century.

Trinity College Library, Hartford, Conn., has about 2,000 English and Irish controversial pamphlets printed between 1700 and 1840. The collections were formed by Dean J. Rennell, of Winchester, and his father and grandfather, Rev. Caesar Otway, of Dublin, and Right Rev. Samuel Prevost, first bishop of New York. There are over 100 pamphlets on the Bangorian controversy.

Princeton (N. J.) Theological Seminary has 2,000 volumes of the works of the Puritan divines of the 17th century and the early part of the 18th century. General Theological Seminary, New York, has a special collection on history, etc., of the Church of England, containing some 1,500 volumes and several hundred pamphlets.

Drew Theological Seminary Library, Madison, N. J., has a collection relating to the church history of England numbering 863 volumes; also 70 volumes on the Tractarian Movement, and a collection of books on the church history of Scotland numbering 172 volumes.

HOLLAND.

Gardner A. Sage Library, New Brunswick, N. J., has 5,000 books in the Dutch language, mostly theological and of the 17th and 18th centuries; 300 relate to the Heidelberg Catechism and the Synod of Dort.

The library of Princeton Theological Seminary, New Jersey, has 661 pamphlets dating from 1607 to 1683, mainly treating of theological and political questions related to the Synod of Dort.

SCANDINAVIA.

Augsburg Seminary Library, Minneapolis, Minn., acquired in 1905 the library of M. H. G. Heggwelt, Christiania, Norway, containing 5,000 volumes and pamphlets relating to Scandinavian history, church history, and theology, including a collection of rare old Norwegian and Danish hymn books and Bibles, as well as complete files of leading Norwegian and Danish theological journals.

UNITED STATES.

Union Theological Seminary, New York, has in the Gillett Collection of American Theology and History and elsewhere some thousands of volumes bearing on the religious history of the United States, including sets of the minutes of certain leading denominations, Christian biography, historical addresses, and sermons.

The late Rev. William B. Sprague, D. D., of Albany, N. Y., presented to the Andover Theological Seminary, Cambridge, Mass., over 8,000 pamphlets, including a large number of occasional sermons and much of the controversial literature of the last two centuries, as well as various publications illustrating the religious history of the United States.

The State Historical Society of Missouri, Columbia, has about 2,500 minutes of religious associations in Missouri.

Newberry Library, Chicago, Ill., has 2,439 volumes and pamphlets on local church history. The library is strong in colonial and New England church history, together with sermons of the period, and in material on the Congregational and Protestant Episcopal Churches.

Riggs Memorial Library, Georgetown University, Washington, D. C., purchased about 1892 the library of John Gilmary Shea, LL. D., which is strong in American church history.

Atlanta Theological Seminary, Georgia, is specializing in church history of the Southern States, with especial emphasis on Arizona and New Mexico.

NOTE.—As over half the titles published in the colonies before 1760 were theological, libraries collecting early American imprints (see above) should be consulted. Further suggestions may be gained from *Allison, W. H., Inventory of Unpublished Material for American Religious History in Protestant Church Archives and Other Repositories, Washington, Carnegie Institution, 1910.*

DENOMINATIONAL HISTORY.

BAPTISTS.

Colgate University, Hamilton, N. Y., has the Samuel Colgate Baptist Historical Library, containing 5,000 volumes and about 75,000 pamphlets of Baptist Church history. It aims to include a complete collection of historical

material, complete sets of catalogues, reports, church covenants, manuals, addresses, church histories, and fugitive papers; and does now include much material on the early history of the denomination. It is also designed to be complete for Baptist biography, for reports of all State conventions and county organizations and all published documents of individual churches, all reports of Baptist denominational societies, records of all Baptist home and foreign missions, catalogues and other publications of Baptist schools and colleges, and material on all union societies in which Baptists are represented. It has already a complete record of Baptist missions in Burma and India, and also contains files of Baptist newspapers and many rare and complete files of association reports. The files of Baptist newspapers and periodicals contained in this collection are not complete; but it contains very many, some in a complete form and others nearly so. To the Colgate collection were added in 1909 the duplicates from the Angus Library at the Regent's Park College, London. The Angus collection was founded by Dr. Joseph Angus, who for many years collected books and documents on the history of the Baptists and of the controversies in which Baptists have been engaged. In addition to this Colgate has the Isaac Davis Memorial Collection, consisting of works on baptism and works by Baptist authors.

The American Baptist Historical Society, Philadelphia, Pa., has about 8,000 volumes, principally of books illustrating the history of the Baptist denomination and the works of Baptist authors. It includes 40 volumes and 20,000 pamphlets of reports and annual minutes of Baptist societies, conventions, and associations in the United States and abroad; 780 volumes in hymnology, a large proportion of these having been collected by the late Francis Jennings; 300 volumes of the translations and publications of foreign missionaries; and a large number of autographs and letters, as well as manuscript histories of churches and sketches of private individuals. The society also aims to collect photographs and pictures of Baptist ministers and laymen and views of churches, colleges, etc., of which several hundred have been secured.

The Library of Princeton Theological Seminary, New Jersey, has 2,000 volumes and 3,000 pamphlets on the Baptist controversy, collected and presented by the late Mr. Samuel Agnew, of Philadelphia.

Crozer Theological Seminary, Chester, Pa., has 1,200 volumes and pamphlets on Baptist history, including material on the continental Anabaptists and English Baptists; also a complete set of the minutes of the Philadelphia Baptist Association, the oldest Baptist association in America.

Rochester Theological Seminary, Rochester, N. Y., acquired in 1881 the collection of Rev. Prof. Howard Osgood, D. D., containing 557 volumes on Baptist history from the earliest reformation period, including a unique collection of writings of European Anabaptists and Baptists from 1534, rare manuscripts and tracts by Hubmeier, Denck, and others, of which few if any copies are to be found elsewhere in this country.

Southern Baptist Theological Seminary, Louisville, Ky., has several thousand minutes of Baptist associations in the Southern States, as well as a considerable collection of Baptist newspapers, more especially of the Southern States.

Newton Theological Institution, Newton Center, Mass., contains 496 volumes of Baptist periodicals, 270 volumes of Baptist history, 252 volumes of Baptist doctrines and controversy, polity, etc., and 77 volumes of minutes of Baptist conventions and associations.

CONGREGATIONALISTS.

Yale University, New Haven, Conn., acquired in 1891, by the bequest of the late Rev. Henry M. Dexter, D. D., the Dexter collection of 1,850 books and manuscripts on early Congregational history and polity. This comprises early treatises of both English and American origin on Congregationalism and works in illustration of the English and Dutch life of the Plymouth Pilgrims; it is especially full in the original publications of the early Puritans and Separatists and in the works which trace their rise and history both in England and Holland. In many cases where the originals are so rare as to be practically unobtainable they are represented by manuscript copies. The collection contains also nearly complete lists of the publications of John Robinson, Henry Ainsworth, William Ames, Henry Barrowe, Robert Browne, Thomas Cartwright, John Greenwood, Henry Jacob, Francis Johnson, John Penry, and John Smyth, as well as a dozen or more volumes printed by Elder William Brewster at Leyden, and books with autographs of Elder Brewster, John Cotton, Samuel Gorton, John Robinson, and Roger Williams. Of works of American origin, the most noteworthy is the collection by such writers as Cotton, Davenport, and the Mathers.

The Congregational Library, Boston, has important material on the history of Congregationalism. It is especially strong in American Congregationalism and early New England church history. The material includes: (1) Church statistics comprising 2,100 church manuals and 100 volumes and 2,800 pamphlets of histories, yearbooks, etc., and many council minutes, both manuscript and printed, local church papers, records, etc.; (2) The publications, complete, of the *Congregational Sunday School and Publishing Society* and its predecessors, numbering 2,300 volumes; (3) Church polity, controversial, in England, 1,240 volumes, among which 115 relate to the 16th century, 650 to the 17th century, and 100 to the 18th, while 30 relate to Anabaptism; (4) Writings of eminent Congregationalists, including *Matheriana* 160 volumes (Cotton Mather, 90 volumes; Increase Mather, 54 volumes); other early New England divines, especially Colman, Hooker, and Norton, 140 volumes; (5) A strong collection of occasional sermons, especially (a) *Massachusetts Election Sermons*, 1669-1714 (17 pamphlets, scattering), 1716-1884 (complete); (b) *Connecticut Election Sermons*, 1697-1734 (18 pamphlets, scattering), 1737-1830 (complete); (c) *Vermont Election Sermons*, 1778-1798 (5 pamphlets), 1801-1804, 1806-1816, 1818-1834, 1856-1858; (d) *Massachusetts Convention of Congregational Ministers*, 1722-1899 (62 pamphlets, scattering dates); (e) *Artillery Election Sermons* (Massachusetts Ancient and Honorable Artillery Company), 1699-1835 (67 pamphlets, scattering dates), 1837-1908 (complete except 1844 and 1856, of which there are reprints); (f) *Fast Day Sermons*, about 400; (g) *Thanksgiving Day Sermons*, about 500. Other occasional sermons such as dedication, ordination, farewell, and obituary, are not counted.

Union Theological Seminary, New York, has, in the McAlpin Collection, a very large proportion of the writings of English Independents and Congregationalists prior to 1701, including many titles not in Dexter's Bibliography; and in the Gillett Collection a great deal of the material, historical, biographical, controversial, etc., produced by the Congregationalists of New England.

Connecticut State Library, Hartford, received from the late Charles T. Wells, of Hartford, a collection of 288 volumes of sermons by early New England divines, including 40 sermons by Thomas Hooker, published before 1700, and a number of sermons by John Cotton, Increase Mather, and

Thomas Shepard, all early imprints. In addition to these is a collection of 25 volumes of early contemporaneous catechisms, confessions of faith, and covenants of the Congregational Church of New England; also 50 volumes of Congregational Church history and controversy, many of which were published prior to 1800.

See *Dexter, H. M., Collections Towards a Bibliography of Congregationalism in his Congregationalism of the Last 300 Years, New York, 1880.* App. 1-308 indicates the location of the older and rarer literature of this subject.

FREE BAPTISTS.

Cobb Divinity School Library, now a part of the library of Bates College, Lewiston, Me., contains a complete file of the *Morning Star*, of the *Free Baptist Quarterly*, and of the various denominational reports, as well as a collection of books on the denominational history of the Free Baptists.

GREEK RUSSIAN CHURCH.

Atlanta Theological Seminary, Georgia, contains material on the Greek Russian Church.

HUGUENOTS.

New York University Library, New York, acquired in 1906 the Huguenot library of Dr. Henry Martyn Baird, containing 1,083 volumes.

Bowdoin College Library, Brunswick, Me., has a collection of books relating to the Huguenots, which in 1910 numbered 300 volumes, annually increased from the income of a special fund.

JANSENISTS.

The library of Princeton Theological Seminary, New Jersey, has 455 pamphlets and larger contemporaneous writings on the Jansenist controversy in France.

Harvard University, Cambridge, Mass., acquired in 1898 a collection of 100 volumes relating to the Jansenists of Utrecht.

LUTHERANS.

The library of the Theological Seminary of the Evangelical Lutheran Church of the General Synod, Gettysburg, Pa., has about 3,000 volumes, historical and theological, descriptive of the founding and development of the Lutheran Church in America; also about 200 volumes on Symbolics, symbols of the Lutheran Church chiefly of the period of the German Reformation. This is the finest collection in this country, and the most nearly complete.

Wartburg Theological Seminary, Dubuque, Iowa, acquired in 1880 the collection of about 200 books and pamphlets made by Prof. Gottfried Fritschel relating to the period of 1520-1560 in the Lutheran Church; also by donation of Rev. Prof. Sigmund Fritschel it added a collection of about 1,500 numbers on irenics and polemics of the Lutheran Church, 1546-1750. This is probably the best collection of its kind in America. The seminary also has complete files of the periodicals of the Iowa synod, and preserves the archives of the Iowa synod containing complete official records and publications of the synod.

Augustana College, Rock Island, Ill., has an almost complete collection of periodicals, minutes of church meetings, conferences, and synods, and other similar documents in the Swedish language published from the middle of the 19th century to the present. These documents shed light on the history of the Scandinavians and the Lutheran Church in America.

MENNONITES.

Pennsylvania State Historical Society, Philadelphia, has numbers of books and pamphlets by Mennonite authors.

METHODISTS.

Drew Theological Seminary, Madison, N. J., acquired in 1900 the files of religious papers of the Methodist Library of New York, numbering, with additions from other sources, about 10,000 volumes. In addition to this it has a collection relating to the various bodies of Methodists, numbering over 8,000 volumes and 25,000 pamphlets, including: (1) A collection of the minutes of Methodist conferences, numbering over 5,000 pamphlets; (2) the library of the late George Osborn, of England, acquired in 1877, comprising 1,000 volumes and as many pamphlets relating to Wesleyan Methodism in England; (3) the collection relating to Methodism formerly owned by the late Rev. Luke Tyerman, of England, numbering 300 bound volumes and over 3,500 pamphlets, which was acquired in 1893 as the gift of the late William White, of New York; (4) a collection on Joanna Southcott and her movement, numbering 55 volumes and 100 pamphlets, besides broadsides. Garrett Biblical Institute, Evanston, Ill., has 3,517 volumes in the Jackson-Deering Collection of Wesleyana. This contains a complete file of the editions of the Wesleyan hymn books; manuscript letters and photographs of the presidents of the Wesleyan Conference in England from its beginning; of all the bishops of the Methodist Episcopal Church; a complete file of disciplines, journal, and general minutes from the beginning, and many rare volumes relating to Methodism.

Wesleyan University, Middletown, Conn., has a collection of 1,300 volumes and 1,000 pamphlets on the Methodists, comprising:

(1) A collection of 700 volumes and 1,000 pamphlets on the early history of the Wesleyan denomination in England, bought in 1876.

(2) Six hundred volumes on the history of Methodism in America, from the library of the Rev. A. S. Hunt, acquired in 1898, and from that of the Rev. J. C. W. Coxe, acquired in 1907.

New England Methodist Historical Society, Boston, has a collection on the history, etc., of the Methodist Episcopal Church, containing 5,700 volumes in 1909. In Methodist newspapers, and books relating to Methodism, the collection is said to be the best in New England.

Methodist Historical Society, New York, has a library numbering 7,000 volumes. Boston Public Library has the library of the Rev. Chester Field, on Methodism, acquired in 1864.

St. Louis Public Library has the McAnally Collection, consisting of 3,514 volumes, largely on the Methodist Episcopal Church South.

MORAVIANS.

Moravian Historical Society, Nazareth, Pa., has a library numbering, in 1894, 1,175 volumes, 2,400 pamphlets, 106 manuscripts, and 19 maps on Moravian Church history, including hymn books, textbooks, synodal journals, and synodal results. The society aims to collect all books relating in any way

to the Moravian Church, either pro or con; copies of sermons, histories, and statistics of individual congregations, manuscript, journals, letters, etc.

Moravian Theological Seminary, Bethlehem, Pa., had in 1892 about 1,000 volumes, relating to the doctrine, history of ritual, and worship of the Moravian (Episcopal) Church.

The Moravian Church Archives, Bethlehem, Pa., contain 6,000 volumes, including the Malin Collection. The Moravian collections of Bethlehem are second only to the great collections of Herrnhut, Saxony. The Malin Collection constitutes the nucleus of the Moravian Library and is rich in Hussite documents and allied subjects. See *Malin, William Gunn. Catalogue of Books Relating to, or Illustrating the History of . . . the Moravian Church. Philadelphia. Collins, printer, 1881. 178 p.*

MORMONS (THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS).

The New York Public Library acquired in 1899, as the gift of Miss Helen Miller Gould, the Berrian collection on Mormonism, containing 451 volumes, 325 pamphlets, 52 volumes of newspapers and periodicals, and about 500 numbers of various newspapers. The collection is especially rich in first editions and rare publications of the early movement. Since 1899 the library has added 100 or more volumes, principally documentary and periodical material. The collection includes many rare items of interest in connection with the history of Indiana, Illinois, Missouri, and Utah, as well as that of the Church of Jesus Christ of Latter-Day Saints, the Reorganized Church, Strang's Church, etc. See *List of books in the New York Public Library relating to the Mormons, New York Public Library Bulletin 13, 183-239, March, 1909.*

The State Historical Society of Wisconsin, Madison, has a collection on Mormonism, loaned by A. T. Schroeder, containing 448 books, 43 bound volumes of newspapers, 550 pamphlets, and 233 bound volumes of pamphlets. It is rich in first editions and rare publications of the Latter-Day Saints.

The Public Library of Salt Lake City, Utah, has a large collection on Mormonism donated by the Masonic fraternity.

The Church of Jesus Christ of Latter-Day Saints (Mormons) has an almost complete collection, part of which is sometimes accessible to outsiders who address the Historian's Office, Salt Lake City, Utah.

MUGGLETONIANS.

Union Theological Seminary, New York, has a special pamphlet collection on the Muggletonians.

PRESBYTERIANS.

Collections of the Presbyterian Historical Society, Philadelphia, cover all the departments of records, minutes of judicatories, denominational, State, and local church histories, with parish histories of all the Presbyterian and Reformed denominations of the United States, and including the Reformation origins of these churches. The society has also: (1) A collection of 2,500 volumes of bound Presbyterian and Reformed (American and Scotch) 8vo. periodicals, the earliest of which is the *Protestant Packet* 1760. It also has 614 bound folio volumes of American Presbyterian and Reformed Church newspapers, and a large number yet unbound. Many titles are practically complete, others are now completing. The earliest is the *Religious Remembrancer*, 1813-1823. (2) A collection of biographies and works of Presbyterian and Reformed authors of America, and as far as possible of other countries.

The biographies include 2,000 bound volumes and 1,850 pamphlets; and of other works 4,000 are bound, and 3,750 are pamphlets. (3) A collection illustrating the life and works of John Calvin. This includes early editions of his works. (4) A collection in pamphlet boxes of reports, histories, and catalogues of American Presbyterian colleges and seminaries yet uncounted and uncatalogued. (5) A collection of portraits of Presbyterian and Reformed clergymen, and a collection of their autograph letters.

Union Theological Seminary, New York, has in the McAlpin Collection a great mass of material on Presbyterianism in the British Isles, and especially on the Westminster Assembly; in the Gillett Collection printed synodal minutes from all parts of the United States; Presbyterian history and controversies; and thousands of pamphlets, including those collected by Prof. Ezra H. Gillett in preparing his *History of the Presbyterian Church in the United States*.

Union Theological Seminary, Richmond, Va., contains periodicals and other material relative to the history of the Presbyterian Church in the United States (Southern). This is probably the richest collection anywhere for the history of the Southern Presbyterian Church. Its library is the depository of the Synod of Virginia; and it also contains Minutes of Synods and Presbyteries of North Carolina, South Carolina, etc.

Princeton Theological Seminary, Princeton, N. J., received by gift in 1908 a collection of editions in various languages of the Westminster Standards, containing 42 volumes and 48 pamphlets.

PROTESTANT EPISCOPAL.

The General Theological Seminary Library, New York, has a special collection of material relating to the history of the Protestant Episcopal Church, numbering about 4,000 volumes, exclusive of several thousand pamphlets.

Trinity College Library, Hartford, Conn., has a collection on the history of the Protestant Episcopal Church, including an almost complete collection of the journals of the general and diocesan conventions (2,200 numbers) and about 2,500 other historical pamphlets, including the collection of 1,000 pamphlets formed by Bishop C. Chase of New Hampshire (died 1870) and that of 400 formed by Bishop Brownell of Connecticut (died 1865).

Yale University Library, New Haven, Conn., has approximately 700 volumes of diocesan journals of the Protestant Episcopal Church, the files being reasonably complete.

The archives of the Protestant Episcopal Church of the United States, kept in the care of the acting registrar of the general convention, are in room 46, Church Missions House, 281 Fourth Avenue, New York City. Most of the records are printed.

Seabury Divinity School, Faribault, Minn., contains the records and history of the Diocese of Minnesota, complete, as well as complete sets of all diocesan journals of the Episcopal Church since 1860, and a complete set of the journal of the general convention.

QUAKERS (THE SOCIETY OF FRIENDS).

A general statement of the material for the history of the Society of Friends contained in 22 libraries in or near Philadelphia will be found in *Quaker Literature in the libraries of Philadelphia*, by Albert J. Edmunds, in the *Westonian* 13:182-203, November, 1907. The chief collections are as follows:

The Friends Library, Philadelphia, has a collection of Friends books and especially early Friends literature numbering in 1905 between 7,000 and 8,000 volumes, of which 3,000 include books published in the 17th and 18th centuries. This collection contains the private libraries of Dr. John Fothergill, Peter Collinson, David Barclay, John Pemberton, Anthony Beneset, and Charles Roberts. It is especially strong for titles by and about early Friends, of which the Roberts collection alone includes 161 titles under George Fox, 61 under William Penn., and 48 under Francis Bugge.

Friends Historical Library, Swarthmore College, Pennsylvania, has a special collection founded by the late Anson Lapham, containing 6,100 books and pamphlets. It is a valuable and growing collection covering the whole history and life of the society and including all schools of Quakerism; it embraces Friends books, photographs of representative Friends, and manuscripts relating to the society and its history. The collection is rich in early editions of Friends books.

Haverford (Pa.) College acquired in 1909 the collection of the late William H. Jenks, of Philadelphia, comprising Quaker tracts, chiefly of the 17th century, to the number of about 1,400 items. The library has also about 2,000 volumes and 1,000 pamphlets relating to the Society of Friends. It includes a fair representation of the folio first editions of the writings of the early Friends, and a large number of the quarto tracts of the 17th century. The collection is especially rich in Quaker periodicals, of which it has probably the largest collection in America. The collection of literature, especially pamphlet literature, relating to the "Separation of 1828," the Wilbur difficulties, and the "Beaconite controversy," is large. The collection includes very large sets of the printed minutes of the yearly meetings of London, Dublin, and all American yearly meetings, and of the disciplines, and a complete set of the Annual Monitor. Later literature relating to the society is well represented.

The Friends Free Library, Germantown, Pa., has writings of Friends, controversial and biographical, to the number of 1,000 volumes and over 300 pamphlets.

The Historical Society of Pennsylvania, Philadelphia, has material on the Quakers, including 583 volumes relating to their religious history, 145 volumes of biographies of William Penn; 240 volumes of Quakeriana before 1750 in the Gilpin Collection of early Americana, and many items in the section which are classed as Pennsylvania imprints.

The Library Association of Friends, Philadelphia, has 365 volumes of Friends religious books, 12 bound volumes of pamphlets, and 336 volumes of Quaker biography.

REFORMED CHURCH IN THE UNITED STATES (DUTCH REFORMED).

Gardner A. Sage Library, New Brunswick, N. J., has much manuscript and printed material relating to the Dutch Churches in America. In 1876 the committee of the Reformed Church on the Sage Library intrusted the preparation of a list of the publications of members of the church to Rev. E. Corwin, D. D. It was published in the columns of the *Christian Intelligencer*, volume 47, October 5-December 28, 1876.

ROMAN CATHOLIC.

The Catholic University of America, Washington, D. C., contains 2,800 volumes on the history of the Roman Catholic Church.

St. Joseph's Seminary, Dunwoodie, N. Y., contains over 1,000 volumes on church history, chiefly that of the Roman Catholic Church.

Woodstock College, Maryland, has 1,000 volumes of Jesuitica; also Bibliotheca Catholica Americana up to 1825, to the number of 300 volumes and 50 pamphlets; a Jesuit missionary collection for Maryland and Pennsylvania; and a nearly complete set of the annual province catalogues of the Society of Jesus since its suppression in 1778.

The Congregational Library, Boston, Mass., has 850 volumes on Roman Catholicism, both for and against; on English controversial literature, mostly 16th and 17th centuries, comprising 100 volumes; and Rev. Dr. Court's collection of 450 volumes, which is especially strong on the Jesuits.

Union Theological Seminary, New York, has much contemporary material on Roman Catholicism in England, particularly of the years 1685-1688 and 1830-1890. It has nearly all the great editions of the councils, with minor collections on those of Trent and the Vatican. It contains also growing collections on the immaculate conception, church and state, and Modernism.

Dominican House of Studies, Washington, D. C., makes a specialty of books by Dominicans about the history of the Dominican order.

SHAKERS (THE MILLENNIAL CHURCH).

For the material on Shakers and Shakerism in the principal American libraries of the East and Middle West, Mr. J. P. MacLean's *Bibliography of Shaker literature* serves practically as a union catalogue. See *MacLean, J. P., comp., Bibliography of Shaker Literature . . . Columbus. Published for the author by F. J. Heer, 1905, 71 p.* This lists 523 separate items, and indicates to what extent these are found in the collections of some 33 different libraries.

The Library of Congress, Washington, D. C., has the largest collection in the world of literature relating to Shakers. Its collection contains over 600 titles, most of which were purchased in October, 1903, and subsequently, of Mr. John P. MacLean, of Franklin, Warren County, Ohio. The collection in the Library of Congress includes all the material noted by the New York Public Library in its Bulletin for November, 1904, except three small works by Martha J. Anderson. It contains practically all of the references of the more influential leaders of the Shakers. It is also rich in tracts, in hymn books, and in writings against the Shakers. In the Manuscript Division there is a large number of papers illustrating the progress of the Shaker movement in Ohio, comprising letters from and to the community at Union Village, records of the village, biographical notebooks, hymns, music, prayers, spiritual experiences, and personal journals and letters. They form a comprehensive record.

The New York Public Library's collection numbers about 300 titles. See *List of works in the New York Public Library relating to the Shakers. New York Public Library Bulletin, 8:550-59, November, 1904.*

SPIRITUALISTS.

University of Pennsylvania, Philadelphia, has the Seybert Library of Spiritualism, embracing about 2,000 volumes of periodicals, monographs, and papers on this subject.

SWEDENBORGIANS (THE NEW CHURCH).

The Academy of the New Church, Bryn Athyn, Pa., has a Swedenborgian collection containing about 5,642 volumes and including: (1) A complete set and many duplicates of Swedenborg's theological works in the original

Latin editions. Many of these volumes contain autographs of men prominent in the early history of the New Church. (2) A nearly complete set of Swedenborg's scientific and philosophical works in the original editions. (3) A large collection of Swedenborg's works, theological or scientific, in all the languages and in most of the editions in which they have been published. The total number of volumes in (1), (2), and (3) is 2,500. (4) Nearly complete files of all the New Church magazines and journals that have appeared in various languages to the number of 1,000 volumes. (5) More than 2,000 volumes of the collateral literature of the New Church. (6) Several sets (42 volumes) of the reproduced manuscripts of Swedenborg's published and unpublished writings. (7) A collection of many of the philosophical or anatomical works to which Swedenborg refers in his scientific works, comprising about 1,000 volumes. (8) An extensive collection of portraits of persons prominent in the history of the New Church. Chief among these are two original oil portraits of Swedenborg. (9) An invaluable collection of original documents of New Church history, known as the Archives, is being brought together and carefully classified and preserved in a fireproof vault. An appeal is made to send the library old documents or letters in any way relating to the New Church.

The Reference Library of the Massachusetts New Church Union, Boston, consists of one of the best collections of Swedenborgian literature in America, comprising a total of about 2,050 volumes bound, of which 725 contain some 920 items of various editions of Swedenborg's writings, while the remaining 1,325 are collateral New Church writings, including periodicals. Of the 3,500 items in the "Bibliography of Swedenborg's Works" (London, 1906), the library possesses at least 1,400 items and has acquired in the neighborhood of 65 others, mostly of later date. In addition to the above it possesses of New Church literature a duplicate loan collection of 765 volumes and a considerable assortment of pamphlets, about 500 in number, as well as unbound periodicals, and of general reference books about 300 in bound form. The total number of bound volumes is about 3,100; of pamphlets about 500. The most valuable part of the entire collection consists of the original Latin and Swedish editions of Swedenborg's literary, scientific, philosophic, and theological works, of which there is a practically complete set, consisting of 53 items published between 1709 and 1771, as well as copies of the first editions of all his posthumous publications.

The New Church Free Library, Brooklyn, N. Y., contains 2,500 volumes and 150 pamphlets relating to Swedenborgianism.

UNITARIANS.

Harvard University, Cambridge, Mass., has 492 volumes on Unitarianism; including works in the Divinity School Library, it probably excels any other library in the United States in Unitarian theology and controversial works. The collection of sermons numbers probably over 10,000.

The Boston Public Library has the library of Rev. William Ellery Channing (died 1842) to the number of 285 volumes and 2,259 pamphlets, principally devoted to theology and illustrating very fully the Unitarian controversy of Dr. Channing's time.

The library of the Universalist Historical Society, deposited at Tufts College, Massachusetts, includes 650 volumes from the library of the Rev. Seth Chandler, which contain a large portion of the Unitarian publications of his time.

The Pacific Unitarian School for the Ministry, Berkeley, Cal., contains 275 volumes of Unitarian newspapers, about 550 volumes of Unitarian periodicals, about 200 volumes and 200 pamphlets on the Unitarian controversy, about 750 volumes and pamphlets of Unitarian local church history, about 200 volumes of Unitarian biography, and about 300 volumes and 300 pamphlets of Unitarian theology. It also collects Unitarian sermons, liturgies, and hymn books.

Meadville (Pa.) Theological School has extensive collections on Unitarian history and beliefs.

UNIVERSALISTS.

The library of the Universalist Historical Society, Tufts College, Massachusetts, contains 5,200 volumes and a mass of pamphlets and periodicals.

St. Lawrence University, Canton, N. Y., has a large collection of Universalist periodicals and pamphlets of the period from 1800 to 1850.

SYSTEMATIC THEOLOGY.

NOTE.—The nature of the statistics from certain libraries makes it advisable to include here Christian literature (fathers, schoolmen, Reformers, Puritan divines, etc.); also apologetics, symbolics, polemics, irenics, and Christian ethics.

For special denominational beliefs, see also Church History: Denominations. Woodstock (Md.) College has 10,400 volumes of scholastic theology.

Union Theological Seminary, New York, possesses a number of incunabula and later editions of scholastic theologians, an extensive collection of material covering the major European denominations in point of creeds and councils, polemics and irenics, the works of the English divines, the material being especially full from 1547 to 1701; special collections on the deistic, trinitarian, and ecclesiastical controversies; the works of American theologians, and many Roman Catholic and continental Protestant systems.

St. Joseph's Seminary, Dunwoodie, N. Y., has a very rich collection of works on Roman Catholic theology, including both schoolmen and later writers. Special collections are devoted to Catholic apologetics, Christianity, revelation, the primacy of Peter, infallibility, divinity of Christ, theology of the sacraments, mass, etc., and devotional works on the blessed Virgin Mary.

The Riggs Memorial Library, Georgetown University, Washington, D. C., has 1,097 volumes and 43 pamphlets on Christian literature, including the fathers, schoolmen and reformers; 3,035 volumes and 158 pamphlets on systematic theology; 2,123 volumes on symbolics, polemics, and irenics; and 624 pamphlets. It received about 1850 the library of Rev. Thomas F. Levens, which is rich in polemics of the 16th and 17th centuries.

St. Lawrence University, Canton, N. Y., has the library of Prof. K. A. Credner, of Glessen, numbering 2,850 volumes, formed between 1810 and 1865. This is rich in works on the dogmatic theology of the Reformation era.

The Catholic University of America, Washington, D. C., contains 1,250 volumes of apologetics, 800 volumes of dogmatic theology, and 500 volumes on moral theology.

St. Anselm's Library, St. Meinrad, Ind., has 900 volumes in systematic theology, exclusive of patristics. The editions range from 1500 to the present time. The library has also 500 volumes classed as *Theologia universalis* (col-

lected works), including especially the writings of St. Thomas Aquinas, Suarez, Dionysius Carthusianus, Migne's *Theologiæ cursus completus*, the *Salmaticenses*, etc.; also 400 volumes classed as moral theology, including a number of the great works dating from 1600 to 1800, as well as the more recent works.

The Springfield (Mass.) City Library has, in the Caroline Rice Department of Theology, 1,475 volumes of systematic theology.

Drew Theological Seminary, Madison, N. J., has collections as follows: Christian evidences, 657 volumes; eschatology, 543 volumes; the atonement, 185 volumes; biblical theology, 175 volumes; the doctrine of inspiration, 123 volumes; future punishment, 69 volumes.

Divinity School of Harvard University, Cambridge, Mass., has 94 titles (counting all editions, 112 titles) of the works of Joseph Priestley.

Bowdoin College Library, Brunswick, Me., has 96 titles of the works of Joseph Priestley.

Wartburg Theological Seminary, Dubuque, Iowa, received by gift of Prof. Sigmund Fritschel about 1,500 numbers on irenics and polemics of the Lutheran Church, 1546-1750, which are thought to compose the best collection of its kind in America.

Abbot, *Esrs.* *Literature of the Doctrine of a Future Life*, in W. R. Alger, *Critical History of the Doctrine of a Future Life, Philadelphia. 1864, pp. 677-913*, indicates the location of very many of the books listed.

PATRISTICS.

Woodstock College, Maryland, has a collection of patristic theology numbering 2,000 volumes.

The General Theological Seminary, New York, has a collection of the writings of the fathers of the church, numbering 1,500 volumes.

The Catholic University of America, Washington, D. C., contains 1,300 volumes on patrology.

St. Joseph's Seminary, Dunwoodie, N. Y., has a collection on patrology comprising over 1,200 volumes.

Union Theological Seminary, New York, has numerous Benedictine and earlier imprints, the Migne sets, later critical editions, and many monographs on the fathers.

The Maryland Diocesan Library (Episcopalian), Baltimore, has a collection of patristic works containing 1,000 volumes, half of them in early editions.

Drew Theological Seminary, Madison, N. J., has a collection on patristics numbering 755 volumes.

PRACTICAL THEOLOGY.

Riggs Memorial Library, Georgetown University, Washington, D. C., has 8,604 volumes and 968 pamphlets on practical theology, including canon law, liturgics, catechetics, hymnology, and asceticism.

The library of Princeton Theological Seminary, New Jersey, has 20,000 pamphlets, collected by the late Rev. Dr. Sprague, consisting of sermons and orations on special occasions, controversial tracts, historical addresses, etc., of the second half of the 18th century.

Union Theological Seminary, New York, has 84 bound volumes of pamphlets, chiefly American sermons, formerly belonging to Rev. W. B. Sprague.

Drew Theological Seminary Library, Madison, N. J., has a collection of sermons numbering 3,951 volumes and over 1,500 pamphlets.

- St. Anselm's Library, St. Meinrad, Ind., has a collection of practical theology containing 5,950 volumes, divided as follows: Mystical and ascetical theology, 3,000 volumes; pastoral theology, 400; catechetics, 650; homiletics, 1,500; liturgy, 500.
- Springfield (Mass.) City Library has in the Caroline Rice department of theology 1,996 volumes of practical theology.
- Drew Theological Seminary, Madison, N. J., has collections on practical theology, as follows: On the sacraments, 279 volumes; on prayer, 100 volumes; on giving, 38 volumes and 200 pamphlets; sermons to children, 96 volumes; Sabbath observance, 94 volumes; catechisms, 120 volumes; revivals, 245 volumes.
- Jewish Theological Seminary of America, New York, contains 500 volumes of homiletics in Hebrew and 178 in other languages.
- The Catholic University of America, Washington, D. C., contains 580 volumes bearing on asceticism.
- St. Joseph's Seminary, Dunwoodie, N. Y., has the collection presented by Rev. Mr. Magoon, a Baptist minister, to Cardinal McCloskey. It includes over 400 volumes of Catholic ascetical, homiletical, and apologetical material.
- Alfred (N. Y.) University has a miscellaneous collection of books on the Sabbath question, presented by Dr. W. M. Jones, of London, England.

CHURCH POLITY AND CANON LAW.

- Woodstock College, Maryland, has about 2,000 volumes on canon law.
- The Catholic University of America, Washington, D. C., contains 1,825 volumes of canon law and 320 volumes on councils.
- St. Vincent College, Beatty, Pa., had, in 1892, 900 volumes on cannon and civil law.
- St. Joseph's Seminary, Dunwoodie, N. Y., has over 500 catalogued volumes on canon law, Roman documents, councils, decrees of Popes, and Roman congregations.
- St. Bernard's Seminary, Rochester, N. Y., contains a large collection of works on canon law, councils, and papal decrees of the Roman Catholic Church.
- Union Theological Seminary, New York, possesses some hundreds of volumes on ecclesiastical polity and law, covering the oriental, Roman Catholic, and Protestant Churches. It contains books printed in the 15th century and after; and though in many parts of the field the collection is fragmentary, it contains a number of the items rare in America.
- Northwestern University Law School, Evanston, Ill., has the Gary collection of ecclesiastical law, numbering 200 volumes, containing a selection of the most useful texts, commentaries, and journals.
- The Maryland Diocesan Library (Episcopal), Baltimore, has a good working collection of the principal early and modern authorities on the canon law of the church. The collection totals 265 volumes, practically all of which are early authors in the 16th and 17th centuries, with a sprinkling of later standard writers.
- The New York Public Library has a collection of about 70 volumes of Roman indices of prohibited books. This is about two-thirds of the total number of these indices published.

LITURGICS.

- Jewish Theological Seminary of America, New York, contains 2,604 volumes of Jewish liturgics, including 645 different editions of the Passover Haggada.

- The General Theological Seminary Library, New York, possesses a special collection of liturgics numbering 2,500 volumes. The collection is especially strong for Anglican, Protestant Episcopal, and pre-Reformation liturgies.
- The Divinity School of the Protestant Episcopal Church, Philadelphia, has a collection of liturgics numbering, in 1892, 1,500 volumes and many pamphlets.
- The Catholic University of America, Washington, D. C., contains 780 volumes classified under liturgy.
- The library of St. Joseph's Seminary, Dunwoodie, N. Y., has all the standard Catholic manuals and liturgical texts, including a large number of breviaries, missals, ceremonials, and prayer books.
- St. Vincent College, Beatty, Pa., had, in 1892, 600 volumes and 160 pamphlets on liturgics.
- Lutheran Theological Seminary, Philadelphia, has a collection of rare material in the department of liturgics, including Roman, Anglican, and Lutheran liturgics. Of special note are about 250 volumes of German Kirchenordnungen and Agenden.
- Union Theological Seminary, New York, possesses several hundred volumes of liturgics. Its distinction lies in the possession of numerous early or rare editions of the liturgical books of the oriental, Roman Catholic, and Anglican Churches.
- The Maryland Diocesan Library (Episcopal), Baltimore, has the widely known Whittingham collection of liturgics and liturgical works, containing 450 volumes and 50 pamphlets. It consists largely of Roman, German (Lutheran), and English service books from the earliest periods. It is also strong in examples of the liturgies of the principal Protestant bodies.
- Western Theological Seminary, Chicago, contains about 300 volumes of rare and early editions of prayer books, liturgies, etc.
- Trinity College Library, Hartford, Conn., has a collection of liturgics numbering 225 volumes and 200 pamphlets.
- The Theological Seminary Library of the Evangelical Lutheran Church, Gettysburg, Pa., has about 200 volumes on liturgics. The collection of Lutheran liturgics was purchased by Mr. J. Harter, of Canton, Ohio, for the use of a committee appointed to prepare a common service for the England Lutheran Churches in the United States.

HYMNOLOGY AND CHURCH MUSIC.

- Union Theological Seminary, New York, possesses the Henry Day Memorial Collection of over 5,000 volumes of hymnology and devotional poetry, chiefly in the English language, though special efforts are now made to include German, French, and Latin. It also includes the extensive collections of the late Rev. Edwin F. Hatfield, the hymnological portion of the library of the late Prof. Edward Robinson, and special gifts from Mrs. Lowell Mason. The most valuable part was purchased in 1888 from Prof. F. M. Bird, of Lehigh University; it is very full in American and English worship collections and sources (sacred poetry), with many manuscript annotations.
- Hartford Theological Seminary, Connecticut, has the Paine hymnological collection, numbering in 1892 about 5,000 volumes; including English Church collections to the number of 2,000; American Church collections, 1,100; sacred poetry, 1,600; hymnology, 100; Sunday school books, English and American, 500. The section on hymnology is thought to be very complete and that on sacred poetry is important as containing the sources. The

collection includes also 20 volumes of scrapbooks containing sacred poetry and articles on hymnology gathered from English and American periodicals from 1740 to 1892. See *Paine, The Paine Hymnological Collection (with list of some of the rarer titles)*, Hartford Seminary Record 2: 112-118, February, 1892.

Drew Theological Seminary, Madison, N. J., has a collection of books relating to the history of hymnology numbering 266 volumes, as well as a collection of hymn books numbering 1,876 volumes. The nucleus of the collection came from the library of the late David Creamer, of Baltimore, in 1875; it also includes books from Daniel Sedgwick, of London. Many annotations by Creamer and Sedgwick are in these books. In addition to its collection of sacred music the library has 289 volumes relating to the history of music. The Congregational Library, Boston, has a hymnology collection of 838 volumes and 160 pamphlets, including the following:

Library of Rev. James H. Ross, 166 volumes (by his will 1909), the working library of a religious journalist who made this subject a specialty.

Hymnology outside the Ross collection, numbering 672 volumes, 160 pamphlets. These include 34 volumes on hymns and hymn writers, 270 volumes of hymn books without tunes, 92 volumes of Watts and select hymns, dates 1716-1857 (imprints, Boston, 50 volumes; Worcester, 26 volumes; Winchell editions, 7 volumes; Dwight editions, 7 volumes); 276 volumes of hymns with tunes; 150 volumes, mostly church hymnals; 76 volumes, mostly choir collections (oblong), dates 1790-1892, with 30 volumes 1831-1850 (imprints, Boston, 44 volumes, 14 volumes edited by Lowell Mason); 42 volumes Sunday school hymn books (oblong); 160 pamphlets; 34 sermons, etc., on sacred music, dates 1728?-1896; 15 pamphlets 1728?-1820; 88 pamphlets of Sunday school choir and other sacred music.

The American Antiquarian Society, Worcester, Mass., has a collection of American psalm and hymn books numbering about 700 volumes.

Cornell University, Ithaca, N. Y., acquired in 1897 the hymnology collection of Rev. Horatius Bonar, containing originally 224 volumes, the number of which has since increased by purchases and gifts to 584 volumes.

The Maryland Diocesan Library (Episcopal), Baltimore, has the Whittingham collection of hymnals and hymnological writings.

The library of the Rochester (N. Y.) Theological Seminary has a collection of hymnology comprising about 470 volumes, which consists of hymns and religious poetry, chiefly English and American falling within the later 18th century and first half of the 19th century.

Riggs Memorial Library, Georgetown University, Washington, D. C., has 255 volumes of sacred vocal music.

Garret Biblical Institute, Evanston, Ill., has a complete file of editions of the Wesleyan hymn books.

Berkshire Athenaeum, Pittsfield, Mass., has a collection of New England music, mainly church music, covering nearly 100 years. It consists of 70 volumes, the earliest in date being *Harmonica coelestia*, Northampton, 1799.

MISSIONS.

The American Board of Commissioners for Foreign Missions (Congregational), Boston, has a mission library of 10,000 volumes and 1,500 pamphlets, including especially: (a) A catalogued collection of 1,500 or more unbound pamphlets relating to mission work, including reports and catalogues of educa-

tional, medical, and philanthropic institutions in which mission work is carried on, viz. Turkey, Africa, India, China, Japan, Micronesia, and papal lands; (b) a collection of 600 volumes, manuscript letters from missionaries and others connected with the work of the board from 1810 to 1899; (c) a collection of various works on social conditions in countries in which mission work is carried on; (d) 2,000 volumes, mostly dictionaries and textbooks, in languages of the countries where mission work is conducted, including dialects of North American Indians; (e) 100 or more volumes relating to Indian tribes in the southern and western parts of the United States in the first half of the 19th century.

The Presbyterian board of foreign missions, New York, has a well-equipped foreign missions library containing more than 9,000 volumes, which present the work of foreign missions in all its varied phases, including books of travel and descriptions, biographies of missionaries, descriptions of missionary life in the various fields, studies in the different religious systems of the world, histories of missions and of particular missionary societies; books which define the theory, aim, and philosophy of missions and methods of mission work; files of the magazines and reports of the various missionary bodies throughout the world, Government reports, and missionary encyclopedias. It includes also a collection of books published by mission presses in other countries, e. g., the mission press at Beirut, Syria. The collection of the reports and periodicals issued by various missionary societies throughout the world is believed to be unusual in its completeness, at least in this country.

The Historical Library of Foreign Missions at Yale University is the gift of its collector, the late Prof. George E. Day. It and a fund of \$100,000 for a fireproof building and book purchases will make it one of the largest missionary libraries of the world. With its present collection of 7,953 titles it is one of the largest strictly missionary libraries in America.

Hartford Theological Seminary, Connecticut, has the A. C. Thompson collection on foreign missions, numbering, in 1900, 8,659 volumes.

Drew Theological Seminary, Madison, N. J., has a collection on missions numbering 5,500 volumes and over 10,000 pamphlets.

The American Museum of Natural History, New York, has as a deposited collection the library of the Ecumenical Council, held in New York in 1900. There is also a general missionary library, including books about missions and those written by missionaries, numbering 3,166 volumes, 31 maps, and many pamphlets.

Chicago Theological Seminary has about 2,500 volumes on missions, including history, geography, and travel in mission lands, history of missions, and comparative religion.

RELIGIOUS EDUCATION.

The American Sunday School Union library, Philadelphia, contains a special collection relating to modern Sunday schools, their history, organization, early methods of instruction, etc., of about 3,000 volumes, besides as many pamphlets and some unpublished manuscripts. Many of the works are rare, especially those upon history, methods, reports of early societies, early periodicals, hymn and tune books, essays, etc.

The Religious Education Association has at its headquarters in Chicago a library of 2,500 volumes.

Drew Theological Seminary Library, Madison, N. J., has a collection on the Sunday school numbering 1,604 volumes and 10,000 pamphlets.

NON-CHRISTIAN RELIGIONS.

JUDAISM.

Jewish Theological Seminary, New York, has a library of 34,000 volumes.

MUHAMMEDANISM.

The New York Public Library collections on Muhammedanism are described in its *Bulletin*, 15: 211-246.

HISTORY.

The New York Public Library, *Bulletin* 3: 56-76, gives a list of historical periodicals in New York City.

NUMISMATICS.

The American Numismatic Society, New York, has a collection on numismatics numbering 2,500 volumes and 10,000 pamphlets.

The New York Public Library has a collection of 1,000 volumes on the subject of numismatics, outside of the files of numismatic societies.

The Essex Institute, Salem, Mass., has a collection of nearly 150 volumes relating to oriental numismatics.

BIOGRAPHY.

The Library of Congress, Washington, D. C., possesses a collection of American biography of over 9,000 volumes and of British biography comprising over 7,000 volumes, as well as a large collection of European biographical works.

American Antiquarian Society, Worcester, Mass., has American biography largely represented, about 7,000 titles being included under this entry.

GENEALOGY.

(The collections are arranged in order of apparent size.)

The New England Historic Genealogical Society, Boston, is said to have the most nearly complete collection of genealogical material in this country, comprising from 8,000 to 10,000 bound volumes. This total number includes the duplicates of many of the most used family histories, and the many reprints from periodicals, etc. The collection contains principally American genealogy and a good number of English publications useful to American genealogists, but no French, German, or other foreign genealogy. The collection of English-printed parish registers is probably the best in this country. The collection of American genealogy is practically exhaustive for works printed before 1880, and lacks few publications since that date: it includes an approximately complete collection of American genealogical periodicals and a good collection of the corresponding English publications, and aims to acquire all separates and reprints, etc., even when the periodical from which the reprint is taken is already in the library. In order to make the collection exhaustive works not strictly genealogical, such as biographies, addresses, etc., have been included whenever they contained any kind of genealogical table; the earliest printed genealogy of this sort dates from 1731, and the earliest printed work devoted wholly to genealogy from 1763, eight years earlier than the earliest title listed in Whitmore.

While the first aim of the society is to collect New England genealogy especially, it has broadened its field to include all regions to which New England families migrated or the families with which the New England families intermarried. It now collects American genealogy impartially from all sections of the country. As collateral material, the collection includes some 10,000 volumes of biography and a strong collection of local history which is complete for New England, next strongest for the Middle Atlantic States and the Western Reserve, and only scattering for the rest of the country. An especially strong feature of the collection of genealogy as a whole is the unusual amount of manuscript material which has never been printed. The collection includes also a complete file of the genealogical notes from the *Boston Transcript*, mounted in scrapbooks, but not yet indexed. More than 300 separate genealogies are added to the library every year.

The Pennsylvania State Library, Harrisburg, has a collection of genealogy containing 9,425 numbers.

The New York Public Library has a collection of American genealogical material comprising about 5,000 volumes, supplemented by about 5,000 volumes in the collection relating to local history. The material relating to English genealogy included in the histories of the English counties is good for the county histories issued before 1850, few important ones in this group being lacking. The later histories are not so nearly complete. See *List of American genealogies, New York Public Library Bulletin*, 1:247-56, 280-88, 316-22, 343-50, September-December, 1897; also its *List of works relating to British genealogy and local history, New York, 1910. 366 p. Reprinted from its Bulletin, June-December, 1910.*

Boston Public Library has a collection of genealogy comprising about 5,000 titles of family histories, and a considerable collection of genealogical periodicals, peerages, heraldry, publications of patriotic societies, and other related material. This, the second largest collection on this subject in Boston, is estimated to contain about five-eighths as much material as the collection of the New England Historic Genealogical Society, but probably contains practically no material not included in the larger collection. See *Finding List of Genealogies and Towns and Local Histories Containing Family Records in the Public Library of the City of Boston. Boston. Published by the Trustees. 1900. 80 p.*

The Historical Society of Pennsylvania, Philadelphia, has a collection of genealogies numbering 3,851 volumes, not counting such genealogies as are published as second volumes of town histories.

Yale University, New Haven, Conn., has approximately 3,800 volumes of genealogies and genealogical material.

The Library of Congress, Washington, D. C., has a collection of American family histories numbering over 3,000 volumes, and, in addition to these, it has a large number of genealogical works classified with local history. The collection of British and foreign genealogy is smaller, but includes a majority of the published parish registers of Great Britain. See *American and English Genealogies in the Library of Congress. 1910. 805 p.*

The Minnesota Historical Society, St. Paul, has 2,020 bound volumes and 1,017 pamphlets of American genealogies or family histories, besides many books in this class published by societies and others forming the genealogical parts of township histories.

The American Antiquarian Society, Worcester, Mass., has a collection of genealogy numbering 2,200 volumes of family history.

- The Rhode Island Historical Society, Providence, has a collection of about 1,800 titles of genealogies.
- The Connecticut Historical Society, Hartford, has a collection of American genealogies numbering about 1,800 titles, and including many of the rarer ones.
- The Newberry Library, Chicago, has 1,547 volumes and pamphlets on genealogy. Essex Institute Library, Salem, Mass., contains 1,500 volumes of genealogies, representing about 1,200 different families.
- Western Reserve Historical Society, Cleveland, Ohio, has a collection of genealogy, including separate works on about 800 individual families, and about 200 general works, revolutionary records, etc., besides such matter as is contained in town and local histories.
- Connecticut State Library, Hartford, has about 770 volumes relating to the genealogy of Connecticut and early New England families.

ASSYRIOLOGY AND RELATED SUBJECTS.

- The General Theological Seminary Library, New York, in 1909, acquired the library of Eberhard Schrader, the German Assyriologist, consisting of 2,200 volumes and 2,500 pamphlets. The collection was one of the most nearly complete private libraries in Europe on Assyriology, Semitic language, etc.

JEWISH HISTORY.

- Yale University library, New Haven, Conn., as the depository of the American Oriental Society, has a collection of 6,000 oriental books, manuscripts, and works of reference. A collection formed by the late Prof. E. E. Salisbury, and given by him in 1870 (then containing 3,000 volumes), has been added to each year and the department of Assyriology has received special attention.
- Jewish Theological Seminary, New York, has one of the most nearly complete collections of Hebraica in the world, all built up practically in the last six years. The nucleus was the seminary's own collection of 5,000 volumes. Then Maj. Sulzberger, of Philadelphia, gave his own Jewish library of 10,000 volumes with many rarities, and Jacob H. Schiff donated the famous library of Moritz Steinschneider. Other rare editions have completed the library's present 33,000 volumes. Comprised in this magnificent collection are mediæval scientific works in Arabic, Hebrew, and Latin, mediæval codices and legal decisions, an extensive literature on the liturgy of the synagogue, rare rituals, 57 out of the 101 Hebrew Incunabula (next to the British Museum's the most nearly complete collection in the world) numberless editions and versions of the Bible and Talmud, and a whole library on the mysteries of the Kabbala, the mystic writings of the Hebrew race. It contains also the library of the American Jewish Historical Society, 500 volumes in number.
- Hebrew Union College, Cincinnati, Ohio, has an extensive collection of 25,000 volumes on Hebraica, Judaica, and Semitica. This numbers much early literature, modern publications bearing on every phase of Judaism, and Jewish periodicals, including Jewish newspapers in various languages and the scholarly journals, dealing with oriental, Jewish or Biblical subjects. The collection is especially rich in Jewish history and rabbinic literature, departments which are provided with a good bibliographic apparatus; the historical section includes a considerable collection of editions, translations of, and treatises on the work of Flavius Josephus; there is also a good

working library for the Biblical student, including most of the modern editions of all the versions, and the chief introductions to Biblical literature and commentaries, ancient and modern. Special collections are: (1) The valuable rabbinic library of the late Rev. Dr. Samuel Adler, of New York, received by bequest in 1901, comprising about 1,600 volumes and over 300 pamphlets, exclusively Hebraica and Judaica. (2) Three hundred volumes of Hebraica presented by the trustees of Temple Emanuel, New York. These included a few of the rarest Hebrew incunabula and many other rare prints, once a part of the library of the Italo-Jewish poet, Joseph Almanzi. (3) The collection of the late Jewish historian, Rev. Dr. M. Kayserling, of Budapest, acquired in 1904, numbering about 3,000 volumes and 6,500 pamphlets exclusively Judaica and Hebraica. This collection is especially rich in the history of the Jews of various countries and communities. (4) A collection of over 900 volumes purchased in 1907, in Constantinople, consisting exclusively of Hebraica, about three-fourths of which are oriental prints. (5) A Hebrew collection of 1,100 volumes purchased in 1908, in Münster, Germany.

The New York Public Library since 1896 has been collecting largely in material relating to the Hebrew people and to their history and institutions. The collection of books in the special section devoted to this collection amounts to about 16,000. A list of works relating to the Jewish drama was printed in its *Bulletin* 11: 18-51. A list of Jewish periodicals was printed in its *Bulletin* 6: 258-264, and its collection of anti-Semitic periodicals is described in its *Bulletin* 7: 30-31. The collection does not compete with the library of the Jewish Theological Seminary, which naturally confines its attention to the more strictly theological side of Jewish literature, though the New York Public Library has a collection of rabbinical decisions numbering some 500 volumes. In the Isaac Myer Collection of about 2,000 pieces the library secured much valuable material relating to Egyptian and Hebrew mysticism, the Kabbala, scarabs, and related subjects.

The Semitic collection of the University of Chicago contains 10,000 volumes, housed in the Haskell Oriental Museum.

University of Pennsylvania, Philadelphia, acquired in 1903, as a gift from Dr. Marcus Jastrow's sons, the library of their late father. This contains 1,000 volumes, chiefly the rabbinical and later Hebrew tracts; it comprises all the more important texts of this literature, many in several editions, and includes works of reference and standard works on the history of the Jews. There are also several editions of the Talmud and the various Midrashic compilations, as well as editions of the important works of the Jewish philosophers, commentators, exegetes, and grammarians; also Hebrew works on Talmudical legislation and rabbinic literature, and many modern works in German, English, and French bearing on Jewish history and doctrines.

The collection of Semitic philology and literature comprises extensive accessions in Arabic, Assyrian, Hebrew, and in Semitic epigraphy. These have been augmented by the purchase of the greater portion of the library of the late Prof. C. P. Caspari, of Copenhagen, which was especially rich in older works dealing with Hebrew and the Old Testament Church history and Christian theology. The nucleus of a manuscript collection has been formed through the purchase of some Arabic and Ethiopic manuscripts. The library also possesses a choice collection of Arabic and Hebrew books printed in the East, which are of great value for the study of Arabic dialects. Unquestionably the best Arabic literature collection in America is here.

Johns Hopkins University, Baltimore, Md., has a collection of 2,500 volumes in rabbinical literature, presented by the late Leopold Strouse, of Baltimore. The library of Prof. August Dillman, of Berlin, numbering 4,500 volumes, and noteworthy in Biblical literature, was presented to the university by George W. Gail, of Baltimore, in 1895. The Dillman collection is very full in the department of Ethiopic language and literature.

New York (N. Y.) University Library acquired in 1892 the Lagarde Library of Semitic Languages, containing 5,256 volumes, of Dr. Paul de Lagarde, of the University of Berlin.

University of California, Berkeley, has a Semitic collection of 2,725 volumes, and the Voorsanger collection of 600 rare early rabbinical tracts.

Chicago Theological Seminary has the Samuel Ives Curtiss Collection, received in 1904, by bequest from Prof. Samuel Ives Curtiss. This collection contains 4,000 volumes on Old Testament and Semitic subjects.

EGYPT.

The Hubbard Library, Western Theological Seminary, Chicago, numbers 3,023 volumes. It is especially strong in Egyptology.

Cornell University, Ithaca, N. Y., acquired in 1902 the library of Prof. August Eisenlohr, of Heidelberg University. This library contains 900 volumes mainly in the field of Egyptology, but with a considerable number of works in the field of Assyriology. It is said by a German author to be the most important Egypt library placed on the market since the death of Lepsius.

The New York Public Library has 1,468 volumes relating to ancient Egypt.

GREECE AND ROME.

University of Michigan, Ann Arbor, has a collection numbering about 4,000 volumes on Greek and Roman art and archaeology.

George Washington University, Washington, D. C., has a collection of 7,000 volumes and pamphlets relating to Greek and Roman archaeology and history, including 3,500 volumes relating to classical literature and philology.

MEDIÆVAL HISTORY.

Syracuse University, New York, acquired in 1887 the library of Dr. Leopold von Ranke, a German historian of Berlin, which contained 16,570 bound volumes and about 3,500 pamphlets relating to mediæval history, but including other related material. The collection is rich in German and Italian history, and also has some material on the French Revolution.

Harvard University, Cambridge, Mass., has a collection of 988 volumes on the Crusades. This collection is based largely on the library of the late Count Paul Riant, of Paris.

NORTH AMERICA.

GENERAL COLLECTIONS INCLUDING MORE THAN UNITED STATES AND SPECIAL COLLECTIONS ON NORTH AMERICAN COUNTRIES OTHER THAN UNITED STATES.

The Library of Congress, Washington, D. C., endeavors to purchase all important works relating to the history of America, particularly of the United States. It has over 70,000 volumes strictly in this field, without

counting those classified in allied topics, such as political science, constitutional law, social conditions, etc. These volumes include over 3,000 county histories and over 14,500 town and city histories.

New York Public Library's collection of books relating to the history of America is one of its strongest features. It ranks with the British Museum and the Library of Congress as a general collection on the history of the Western World; and for the early periods it ranks with such special collections as those in the John Carter Brown Library, Providence, R. I.; the Massachusetts Historical Society, Boston; and the American Antiquarian Society, Worcester, Mass.

Harvard University collection, Cambridge, Mass., relating to North American history, biography, genealogy, and geography numbers about 33,000 volumes, of which some 28,000 volumes relate to the United States. The basis of the collection was the libraries formed by Prof. Ebeling, of Hamburg, and by David B. Warden, for many years United States consul at Paris. The former library, numbering over 3,200 volumes, was given to Harvard in 1818 by Col. Israel Thorndike, of Boston, and the latter, numbering 1,200 volumes, was the gift of Samuel A. Elliot in 1823. In 1830 the corporation supplemented these libraries by the purchase of a valuable collection of Americana formed by Obadiah Rich. The section on the discovery, early exploration, and geographical development of America, largely built up by Justin Winsor, is particularly strong, and was further increased by books bequeathed by Francis Parkman in 1894. There is also a good collection of the books written by travelers in the United States in the early nineteenth century.

Marietta College, Ohio, acquired in 1900 the private library of the Hon. R. M. Stimson, which included 19,012 volumes of Americana. These are especially rich in material on the Northwest and the Mississippi Valley. They comprise 4,000 volumes of American travel and biography, American history to the number of 6,000 volumes, and a special Indian collection.

Wyoming Historical and Geological Society, Wilkes-Barre, Pa., has 16,000 volumes on American history and genealogy, including 1,000 on genealogy.

University of Pennsylvania, Philadelphia, has the Daniel G. Brinton library, comprising about 4,000 bound volumes and 1,000 bound pamphlets, dealing chiefly with the language and archæology of Central and North America. This is supplemented by the Robert H. Lamborn Collection, covering 2,500 volumes, relating largely to American archæology. A unique feature of this library is the Berendt collection of 183 manuscripts, constituting original sources for the study of American languages. Another feature is the collection on Mexico.

Massachusetts Historical Society, Boston, acquired by bequest of Justin Winsor a collection of some 300 volumes, including Dr. Winsor's interleaved and annotated copies of his *Narrative and Critical History*, *Memorial History of Boston*, and other books, with numerous historical works connected with his studies and many substantially bound volumes of correspondence on historical subjects.

Ohio Historical and Philosophical Society, Cincinnati, received by gift in 1895 the collection of books, pamphlets, maps, and manuscripts on American history made by Judge Force, author of several works on the mound builders. This collection embraces many early French and Spanish voyages and travels, with accounts of the first settlements made by the pioneers of these nationalities, and much material on the aborigines of America.

Collections of United States historical societies are described briefly in the *American Historical Association Report, 1905, 1: 273-325*.

BEFORE 1801.

John Carter Brown Library, Providence, R. I., has a special collection of over 16,000 items printed in or about the Americas before the year 1801, including the Henri Ternaux Library acquired in 1846. It is strong in books on colonial church history, the work of the Society for the Propagation of the Gospel, Mather literature, etc.; Spanish America, American cartography, American colonial laws, and American aboriginal languages. There is a collection of 325 works from Aldine presses. See the description of its collections in *Library Journal*, 30: 69-72.

UNITED STATES.

GENERAL COLLECTIONS.

The New York Public Library has 25,000 to 30,000 volumes relating to American history before 1800, about 10,000 volumes relating to American history since that date, and about 10,000 volumes relating to the history of various States, cities, and families of the United States. The selection of books relating to America in the 15th, 16th, and 17th centuries that was brought together by James Lennox in his 50 years of book collecting was supplemented by the well-chosen material gathered by J. G. Cogswell when he was establishing the Astor Library and was rounded out by well-selected purchases in later years and by addition of such collections as the library of George Bancroft, of Thomas Addis Emmet, of Theodorus Baily Myers, of Worthington Chauncey Ford and his brother, Paul Leicester Ford; by gifts from Alexander Maitland, and by other related ways. The Ford Collection was rich in contemporary writings for and against the Constitution of 1788, works relating to the first years of the Republic and the later struggles over internal improvements, the United States Bank, and the slavery controversies, the Civil War, Reconstruction, and the tariff. The Tilden library contains a good selection of the important general works on American history, and the chief publications relating to political parties, to Congress, and to political and constitutional conventions, especially those of New York State. The library has printed several lists of works relating to various topics or periods connected with American history. Of these mention may be made of the list relating to Benjamin Franklin, printed in its *Bulletin* 10:29-83; Virginia, *Bulletin* 11:64-83, 99-125, 143-168; the list of broadsides relating to New York affairs under Gov. Cosby, 1732-1736, John Peter Zenger, etc., *Bulletin*, 2:249-255; the New York broadsides relating to affairs in the city in 1762-1779, *Bulletin*, 3:32-33; the list of county and State histories, *Bulletin*, 5:434-440; the list of periodicals relating to American history, *Bulletin*, 2:120-154.

American Antiquarian Society, Worcester, Mass., has one of the strongest collections in the country for the study of United States history. It numbers about 35,000 volumes. *Catalogue*. 1837. 571 p.

Cornell University, Ithaca, N. Y., acquired in 1872 the library of Jared Sparks, president of Harvard University, consisting of over 5,000 volumes and 4,000 pamphlets relating chiefly to the history of America. See *Catalogue of the Library of Jared Sparks* . . . Cambridge. Riverside Press. 1871. 230 p.

The University of Chicago acquired in 1900 as a gift from Prof. Edward Von Holst his library containing 1,250 volumes and 200 pamphlets.

Chicago Historical Society has a special collection of 1,798 political pamphlets, 1720 to 1887.

The Library of the Supreme Council of the Ancient and Accepted Rite of Scottish Freemasonry, Washington, D. C., acquired in 1906 the Collins Collection, "On Travel in and Description of the United States and Its Possessions." This collection, comprising 1,066 volumes, was the gift of Martin Collins, of St. Louis, Mo.

INDIAN TRIBES.

The American Board of Commissioners for Foreign Missions, Boston, has 100 or more volumes relating to Indian tribes in the southern and western parts of the United States in the first half of the 19th century.

Bureau of American Ethnology, Washington, D. C., has about 100 volumes and numerous parts of volumes of newspapers published in behalf of the Indians, as well as 1,200 volumes relating to the languages of the American Indians.

The Newberry Library, Chicago, has the collection of Edward E. Ayer, perhaps the most nearly complete in existence on the subject of the North American Indians. On the language of the Indians it contains 2,500 volumes. It includes also one of the most nearly complete collections of the Jesuit relations and of the material relating to the Hudson Bay Co., the latter comprising between 2,000 and 3,000 transcripts of manuscripts. See *Public Libraries*, 16: 106-108, March, 1911.

Wellesley College Library, Massachusetts, has over 1,420 works upon the North American Indian languages, including the collection of over 400 volumes presented by Prof. E. N. Horsford, and that of Maj. J. W. Powell, Director of the Bureau of Ethnology. The Powell Library, which was acquired in 1891, contains 1,020 volumes and pamphlets, and consists largely of works compiled by missionaries to further their religious labors among the Indians.

COLONIAL PERIOD.

Boston Public Library has a collection of 424 volumes, a gift of Mellen Chamberlain. It consists of charters, manuscripts, and autographs, a large number of which relate to Colonial and Revolutionary history, as well as the collection of books relating to Benjamin Franklin founded by Dr. S. A. Green, which numbers 818 volumes. See *Boston Public Library, Franklin Bibliography*, 1883. The public library possesses also the library of President John Adams, 3,019 volumes. Note also its *Bibliography of the official publications of the Continental Congress, 1774-1789, 1888*.

The Boston Athenæum has a Washingtoniana collection of 1,886 volumes, the nucleus of which is a collection of 384 volumes, principally books on agriculture and military science, once belonging to George Washington's own library. Purchased by the Athenæum in 1855. The collection also includes books from the library of Bushrod Washington. See *A catalogue of the Washington collection in the Boston Athenæum, composed and annotated by Appleton P. O. Griffin, in 4 parts: (1) Books from the library of Gen. George Washington; (2) Other books from Mount Vernon; (3) The Writings of Washington; (4) Washingtoniana. With an appendix. The inventory of Washington's books, drawn up by the appraisers of his estate, with notes in regard to the full titles of the several books and the later history and present ownership of those not in the Athenæum collection; by William Coolidge Lane, Librarian of the Boston Athenæum. at, 566 p.*

New York Public Library has for American history before the year 1800 a collection of about 21,000 volumes. Its collection of Jesuit relations is described in the *Lenox Library contributions*, No. 2, 19 p.; its Franklin collection in its *Bulletin*, 10:29-83; its New York colonial documents in its *Bulletin* 7:51-79, 95-116, 129-51.

Metropolitan Museum of Art, New York, has a Franklin collection numbering 270 volumes of works and 269 volumes of ana.

Columbia University, New York, has an Alexander Hamilton collection numbering 105 volumes.

New York Society Library, New York, has a collection of pamphlets and broadsides of the period of the Revolution.

The Library Co. of Philadelphia acquired in 1785 the collections of Pierre du Simitiere, comprising manuscripts, broadsides, pamphlets, etc., relative to early American history, and particularly the Revolutionary epoch, a period upon which, from this and other sources, its collections are remarkably rich.

The Library of Congress, Washington, D. C., has the largest Jefferson collection. It includes his library purchased in 1815 and listed as the Catalogue of the Library of Congress published that year, together with material by and relating to him. See *Johnson, Richard H., Contribution to a Bibliography of Thomas Jefferson. Washington, 1905, 73 p. Reprinted from Jefferson memorial edition of Writings of Thomas Jefferson.* The library published in 1907 a list of its books on the French alliance in the American Revolution (40 p.).

The Historical Society of Pennsylvania, Philadelphia, is forming as a supplement to its collection of Colonial laws a collection of the minutes of Colonial assemblies.

Pittsburgh Carnegie Library has printed the following catalogues of its collections: (1) Expeditions of Col. Bouquet to the Ohio Country, 1763 and 1764. 1909. 11 p.; (2) Expedition of Gen. Forbes against Fort Duquesne. 1908. 20 p.; (3) Washington's Visits to Pittsburgh and the Ohio Country. 1908. 15 p.; (4) Braddock's Expedition. 1906. 11 p.; (5) The Whiskey Insurrection. 1906. 9 p.

PERIOD 1776-1865—CIVIL WAR.

Johns Hopkins University, Baltimore, Md., has a collection of 50,000 pamphlets, manuscripts, etc., chiefly on southern history and the Civil War, that was made and presented by Col. J. T. Scharf. This includes the collection of Frederick Billon on early Missouri history, which is especially full for St. Louis, the Louisiana cession, and Spanish explorations in the Southwest; much material on Maryland, especially on Baltimore and Maryland in the Civil War; a large collection on the Confederacy; and a notable collection of war newspapers, both northern and southern. There are also 3,000 broadsides, covering many departments of Revolutionary history and including specimens of almost every broadside issued in Maryland in the last of the 18th and beginning of the 19th century. See *Colonel Scharf's Gift of an Important Historical Collection, in Johns Hopkins University, Circulars 10:110-113, June, 1891.* Johns Hopkins also has the Birney Collection on Slavery, numbering over 1,000 volumes and pamphlets, including much rare early pamphlet material. This contains minutes of many meetings from the first Abolition convention of 1794 to 1872; early Abolition newspapers, including the most nearly complete set known of Lundy's *Genius of Universal Emancipation*, and an especially rich collection of

pamphlets for the political and religious controversy from 1835 to 1865. See *The Birney Collection of Books on Slavery*, in *Johns Hopkins University Circulars* 10:56, February, 1891.

The Providence (R. I.) Public Library, acquired in 1884 the Caleb Fiske Harris Collection on slavery and the Civil War, numbering about 9,500 volumes. This has since largely increased. It includes, in general, three large classes: (1) Slavery; (2) American economic and political history from 1789 to 1870; and (3) the Civil War, 1861-1865. The collection is especially rich in original documents of the Confederate States, in foreign works on the North and South, in material on slavery in the British and French West Indies, and in translations of "Uncle Tom's Cabin." The set of ballads, northern and southern, is very large. Much of the southern material was collected by Mr. Brantz Mayer, of Baltimore, who also gathered the collection of posters offering rewards for runaway slaves.

These are chiefly from Virginia. The library has also a considerable collection of works written by slaves, of which the earliest is 1782. In addition, there are two deposited collections on the Civil War: (1) The George H. Smith Scrapbook Collection of 33 folio volumes, beginning in 1860 and extending without a break almost through 1864; (2) the John Russell Bartlett Scrapbook Collection of 60 folio volumes, from 1860 to 1868. The Goddard Scrapbook Collection, the property of the library, arranged by subjects, not chronologically, includes, among other things, a notable collection of the pictorial envelopes used during the Civil War.

The United States War Department Library, Washington, D. C., has a large and valuable collection of works on State participation in the Civil War, such as regimental material, etc., as represented in its *Subject Catalogue*, No. 6, and *Appendix*. It also has a collection of newspaper clippings on the war, numbering 20 large volumes, as well as the Brady and other collections of photographs.

Princeton University, Princeton, N. J., has the Pierson Civil War Collection of 6,538 volumes and 2,520 pamphlets made and presented by the late John S. Pierson.

The Boston Public Library Twentieth Regiment military collection relating to the Civil War numbers 2,105 volumes.

The Massachusetts Historical Society, Boston, has a Civil War collection, containing 3,323 volumes, 6,337 pamphlets, 507 broadsides, 111 maps. This is especially rich in rare and privately printed pamphlets, Memorial Day addresses, etc.

Massachusetts Commandery of the Loyal Legion, Boston, has a library numbering 5,200 volumes and pamphlets on the Civil War. In addition to the literature of the Civil War, this library includes a set of sanitary commission papers brought together by F. L. Olmstead (425 numbers in 25 volumes), northern, southern, and English newspapers from 1861-1865, scrapbooks of matter relating to the Civil War and to the companions of the Loyal Legion, maps, chiefly of battle fields, and a large collection of photographs, containing portraits of every general officer on the Union side and a large proportion of those on the Confederate side.

Harvard University, Cambridge, Mass., has a collection of 1,444 volumes on slavery. This collection is made up largely of many pamphlets bound together. In the subject catalogue the titles under slavery are about 3,300. This collection the library owes very largely to Senator Charles Sumner and to Col. Thomas Wentworth Higginson, of Cambridge. See *The collection of books and autographs bequeathed to Harvard College Library by the Hon. Charles Sumner, 1879* (*Harvard University Library, Bibliographical contributions*, No. 6).

The Boston Athenæum has a collection of Confederate literature, comprising 632 volumes brought together to illustrate conditions of life in the South during the period of the war.

Brookline (Mass.) Public Library acquired in 1909 a collection of slave laws of the Southern States received from the library of the late W. I. Bowditch.

Cornell University, Ithaca, N. Y., has a collection relating to the history of slavery, the nucleus of which was formed by the gift in 1870 of the library of the Rev. Samuel J. May, of Syracuse. See *Cornell University, library bulletin*, 1: 229-232, January, 1884. This has since been increased by purchases and gifts until it now numbers about 1,396 volumes and 3,000 pamphlets, and partial or complete files of 32 newspapers. The collection was largely increased by gifts from R. D. Webb, of Dublin, and Mrs. Elizabeth Pease Nichols, of Edinburgh, and has since been added to by many persons who took part in the struggle. The university also received from its ex-president, Andrew D. White, as part of his private library donated in 1887, a collection of about 3,000 pamphlets relating to the United States Civil War.

Brooklyn (N. Y.) Public Library acquired in 1909 the library of Frank S. Halliday, of Brooklyn, containing 5,000 volumes and pamphlets relating to the Civil War.

Newberry Library, Chicago, contains 3,101 volumes and pamphlets on the Civil War.

University of Vermont, Burlington, has acquired by the gift of Gen. R. C. Hawkins a Civil War collection of 2,000 volumes. It is especially strong in military and campaign history and biographies of leaders, and is also strong on the northern and southern point of view.

Oberlin College Library, Oberlin, Ohio, has a collection of books and pamphlets on slavery and antislavery numbering about 1,600 books and pamphlets. This includes the library of William Goodell and a considerable collection of the books belonging to the library of Oliver Johnson. The collection is especially strong on the side of the more radical abolitionists; it contains a fairly complete set of the *Liberator*, a complete set of the *National Era*, and a good many other antislavery periodicals; also the manuscript letter copybooks of the American Abolition Society.

Drew Theological Seminary Library, Madison, N. J., has a collection on slavery and the negro question, presented in 1900 by Bishop J. C. Hartzell. It numbers 451 volumes and 1,500 pamphlets.

Burlington (Iowa) Free Public Library acquired in 1903 the pamphlet collection of Senator Grimes, containing over 1,566 pamphlets relating to the political history of the Civil War period, and numerous speeches on the questions of the day, such as slavery, the omnibus bill, the Missouri compromise, etc.

Congregational Library, Boston, contains 140 volumes and 700 pamphlets on slavery. Some of the topics are: Bible and Church on Slavery; Sermons on the Fugitive Slave Law; The American Tract Society tracts on Slavery; Reports of antislavery societies and conventions; some antislavery periodicals.

The New York Public Library printed in its *Bulletin*, 6: 265-269, a list of works in its collections relating to the American Colonization Society and to other attempts for the colonization of negroes in Africa.

The Historical Society of Pennsylvania, Philadelphia, has a collection of political pamphlets in chronological order from the Revolution to the Civil War.

Chicago Historical Society Library has a special collection of slavery pamphlets from 1791 to 1886, numbering 565.

- Kansas State Historical Society**, Topeka, has a collection of 37 volumes relating to Capt. John Brown, 66 pamphlets, and 13 volumes of mounted clippings. Its manuscript library also contains hundreds of letters and manuscripts collected by the biographers and friends of Capt. Brown relating to him and his men, their life in Kansas, and service at Harper's Ferry.
- The Boston Athenæum** has a collection of Confederate literature. It comprises 632 volumes of books and pamphlets published in the South during the war. Among them are medical and military works, schoolbooks, time tables, novels with covers made of wall paper, and good files of periodicals. The collection, which was formed by W. F. Poole to illustrate the social life and economic conditions of the period, has been called by Prof. Ernst van Halle the largest of its kind in the world.
- Howard University Library**, Washington, D. C., was presented in 1874 with the 500-volume library of Lewis Tappan, of Boston. The books relate to the subject of slavery.
- Virginia State Library**, Richmond, has a *List of publications of the Confederate States government in Virginia State Library and Library of Confederate Museum*. 72 p. *Bulletin*, vol. 4, No. 1, January, 1911. The library's Robert E. Lee Collection numbers 50 volumes. Its entire Civil War collection numbers 1,600 volumes.
- Wisconsin Historical Society**, Madison, has a *Catalogue of Books on the War of the Rebellion and Slavery*. 1881. 61 p.
- The Library of Congress** has a collection of Lincolniana of over 1,200 items. See *List of Lincolniana in the Library of Congress*. Compiled by G. T. Ritchie. Rev. ed., with supplement, Washington, 1906. 36 p.
- The Chicago Historical Society's Lincolniana** consist of 300 volumes and pamphlets, besides a collection of manuscripts of Lincoln and his contemporaries, a large collection of portraits, including original photographs, and several hundred mementos of his life and death.
- University of Illinois Library**, Urbana, has a collection of 113 titles, in all 145 volumes and pamphlets, relating to Abraham Lincoln.

PERIOD 1865 TO DATE.

- The Gardner A. Sage Library**, New Brunswick, N. J., has several hundred pamphlets on and sermons commemorative of President Garfield.

UNITED STATES LOCAL HISTORY.

- The New York Public Library** collection of American topography and genealogy numbers 10,000 volumes. A list of the State and country histories on its shelves was printed in its *Bulletin* 5: 434-440.

NEW ENGLAND.

- The State Library of Massachusetts**, Boston, has a large collection of New England town histories, that of Massachusetts being practically complete. The collection numbers about 6,000 volumes in all, of which about 4,000 are on Massachusetts. See *Catalogue of 1880 and annual supplements*.
- American Antiquarian Society**, Worcester, Mass., is chiefly comprehensive for the New England States and those along the Atlantic seaboard. This is one of the best three collections of Massachusetts history and is the best collection of Worcester history.

New England Historic Genealogical Society, Boston, has a collection of 66,000 titles, devoted to genealogy and New England local history.

Essex Institute, Salem, Mass., has a collection of works relating to local history of New England States numbering 3,438 volumes. The collection of local history of New England States includes much early material. The strength of each State is as follows: New England (general), 308 volumes; Maine, 302 volumes; New Hampshire, 341 volumes; Vermont, 110 volumes; Massachusetts, 1,943 volumes; Rhode Island, 216 volumes; Connecticut, 228 volumes; total, 3,438 volumes.

SOUTHERN STATES.

Confederate Memorial Literary Society, Richmond, Va., maintains a library composed of materials, both printed and manuscript, relating to the history of the South prior to the Civil War.

MISSISSIPPI VALLEY.

Available Material for the Study of Institutional History of the Old Northwest. by I. S. Bradley, *Wisconsin State Historical Society Proceedings, Madison, 1896, p. 115-143*, contains a list of statutes, session laws, legislative documents and journals, journals of constitutional conventions, and newspaper files of the old Northwest Territory and of the States of Ohio, Indiana, Illinois, Michigan, and Wisconsin, that were published prior to 1851 and are now to be found in public libraries within those States.

Wisconsin State Historical Society contains the largest collection of material relating to the history of the Mississippi Valley. See *Catalogue and supplements, 1873-1887. 7 volumes.*

Western Reserve Historical Society, Cleveland, Ohio, is strong in the local history of Ohio and the Northwest. Its collections embrace many rare works on early travels, manuscript journals, and original surveys. It also possesses much local history of the original 13 States in addition to its Ohio collection. It also has the published notes of adventurers who made the trip from Pittsburgh to Cincinnati or Louisville by land or water from 1750 on.

University of Illinois Library, Urbana, includes about 200 volumes of rare 18th century western Americana. In addition to these volumes and pamphlets, the university has secured copies of the western material that is to be found in the manuscript collections of the Marquis of Lansdowne and the Earl of Dartmouth, besides supplementary material found in the Public Record Office, London.

University of Wyoming, Laramie, has about 200 volumes of early explorations. St. Louis Mercantile Library Association has a special collection of books, now consisting of about 8,000 volumes, relating to the history and exploration of the Mississippi Valley, particularly Missouri and Texas.

Logansport (Ind.) Public Library acquired in 1900-1901, by gift, a library of historical material relating to the Mississippi Valley that had been collected by the late Judge Horace P. Biddle during 60 years of historical research. The collection contains originals of maps, drafts, etc., of great value.

Chicago Historical Society has a collection of travels in the Mississippi Valley. This collection comprises 500 volumes and pamphlets, exclusive of works classified under individual States or general North American travels. The personal narratives of pioneer preachers number 50 volumes.

WESTERN STATES.

The Bancroft Library, the University of California, Berkeley, has a special collection of 50,000 volumes of western Americana containing material on the whole of the Pacific slope from Alaska to the Central American States, on the whole of the Rocky Mountain region (Montana, Utah, Wyoming, Colorado, Arizona, New Mexico, and western Texas), and much material on Louisiana under Spanish rule, as well as on most of the West Indies.

PACIFIC AND PACIFIC NORTHWEST.

A union catalogue of all the material on the history of the Pacific Northwest to be found in 13 representative libraries of that region has been printed. The contributing libraries are: (1) The Library of the Legislative Assembly of the Province of British Columbia, Victoria, which is strong in material on early discoveries and historical material related to the Northwest Pacific coast of the United States and the Northwest Territories of Canada; (2) the Montana State Historical and Miscellaneous Library, Helena; (3) the University of Montana, Missoula; (4) the University of Oregon, Eugene; (5) the Library Association of Portland, Oreg.; (6) Pacific University, Forest Grove, Oreg.; (7) the Seattle (Wash.) Public Library; (8) the State College of Washington, Pullman; (9) the Spokane (Wash.) Public Library; (10) the Washington State Library, Olympia; (11) the Walla Walla (Wash.) Free Public Library; (12) Whitman College, Walla Walla, which has a special collection of Northwest history, including valuable material bearing on the life of Marcus Whitman; (13) the University of Washington, Seattle. The list excludes manuscripts, State and Federal documents, and general periodicals of the region, but includes periodicals which are largely historical, yearbooks, and proceedings and transactions of local societies. It covers not only the actual history of the region, but also description, travel, fiction, and works written from the scientific or commercial standpoint. The pamphlet collections of two libraries, namely, the Legislative Library of British Columbia and the Portland Library Association, are not included. See *Checklist of Books and Pamphlets Relating to the History of the Pacific Northwest, to be Found in Representative Libraries of that Region. Prepared Cooperatively. Compiled by Charles W. Smith. Published by the Washington State Library, Olympia, 1909.*

Library Association of Portland, Oreg., has 3,100 volumes and pamphlets on Oregon and the Northwest coast. The collection includes Oregon imprints, as well as history.

The University of Washington Library, Seattle, contains a collection of 750 volumes and 400 pamphlets relating to the Pacific Northwest of America.

The Seattle (Wash.) Public Library for several years has gathered printed material relating to the history, resources, etc., of the region comprised in the old Oregon Territory or the Pacific Northwest. This collection now numbers about 650 volumes, exclusive of pamphlets and maps.

Whitman College Library, Walla Walla, Wash., acquired in 1907 the library of Rev. Myron Eells, which contains, besides general works, 323 volumes and pamphlets relating to the history of the Northwest. It also acquired in 1907 from Rev. Myron Eells and Prof. W. A. Mowry 43 bound volumes, 11 manuscripts, 16 letters, 34 pamphlets, 40 periodical articles, 6 large scrap-books of newspapers and clippings, and 106 unmounted clippings, containing material relating to Marcus Whitman, especially material on the affirmative side of the Whitman controversy.

ALABAMA.

The bibliography of Alabama compiled by T. M. Owen indicates the books on Alabama in seven public libraries, namely, the Library of Congress, Smithsonian, Surgeon General, Bureau of Education (all Washington, D. C.), University of Alabama, Johns Hopkins University and Peabody Institute, both Baltimore, Md.; see Owen, T. M., *Bibliography of Alabama*, in *American Historical Association, Report 1897*, pp. 777-1248.

CALIFORNIA.

University of California, Berkeley, has a collection of over 1,600 bound volumes and several thousand pamphlets relating to the history of California. This includes the Cowan Collection, acquired in 1897, which comprises 600 volumes, 3,300 pamphlets, 12,000 pages of manuscripts, and 814 bound volumes of newspapers of the State. This collection is combined with that in the Bancroft Library, now the property of this university. See *Reports of the Academy of Pacific Coast History (Hubert Howe Bancroft Collection)* in the *University of California, Biennial report of the president, 1908-10*, etc.

California State Library Collection of Californiana, Sacramento, is general in character, covering every period, locality, and topic. A special feature of the collection is hundreds of biographical cards of California authors, artists, musicians, pioneers, and public men. These cards are filled out by the individuals themselves. Photographs of these are also secured, together with reproductions of artists' works and scores of composers.

Southwest Museum, Los Angeles, Cal., contains the Charles F. Lummis Collection of 5,000 items on the early history of California and the Southwest, and the J. A. Munk Collection of 6,000 items on Arizona history. See Munk, J. A., *Arizona bibliography*, 2d. ed. 1908. 98 p. *The Southwest Society of the Archaeological Institute of America. Bulletin 7, Los Angeles, 1910.* 84 p. *The Lummis Library and Collection*, pp. 3-51. *The Munk Library*, pp. 32-34.

Pasadena (Cal.) Public Library has a collection of 318 volumes and pamphlets of Californiana, consisting chiefly of early rare and out-of-print books, periodicals, manuscripts, and autographs.

San Jose (Cal.) Public Library has a California collection containing about 500 volumes.

Alameda (Cal.) Public Library has a California collection containing 386 volumes, pamphlets, and reports relating to the early history of California, early travels in California, etc.

COLORADO.

State Normal School, Greeley, Colo., is collecting material on Colorado, relating largely to State institutions. Its collection contains 1,300 volumes and 1,550 pamphlets.

The Public Library of the city of Denver has about 200 volumes relating wholly or in part to Colorado and Denver; also about 50 pamphlets, and a nearly complete set of the official publications of the State.

CONNECTICUT.

Connecticut State Library, Hartford, contains 224 volumes relating to general Connecticut history and 222 volumes of archives and records in manuscript. James Blackstone Library, Branford, Conn., has a collection of 600 volumes on Connecticut local history.

DISTRICT OF COLUMBIA.

The Public Library of the District of Columbia, Washington, D. C., has a special collection relating to the District of Columbia, comprising about 1,000 volumes, and including extra illustrated works, 1,000 pamphlets, and 151 maps.

GEORGIA.

The Georgia State Library, Atlanta, has a collection of 600 volumes of Georgian.

ILLINOIS.

Illinois State Historical Society, Springfield, Ill., describes its collections in its *Dictionary Catalogue of Library, 1900. 363 p.*

The Chicago Historical Society has a large Illinois collection, which is especially strong in Chicago history.

INDIANA.

Indiana State Library, Indianapolis. *Catalogue 1903, 523 p. Supplement 1905, 178 p. Supplement 1906, 439 p.*

New Harmony. See *List of books and pamphlets (relating to the early history of New Harmony and to Robert Owen and his disciples, with early New Harmony prints) in a special collection in the library of the Workingmen's Institute, New Harmony, Ind. (New Harmony), 1909. 21 p.*

IOWA.

Iowa State Library (historical department), Des Moines, has a fairly complete collection of Iowana, including works of Iowa authors; also the Aldrich collection of autograph letters, one of the largest in the world.

Iowa Masonic Library, Cedar Rapids, has a considerable collection of Iowa volumes, including both works on Iowa and by Iowa authors; a large collection of directories of towns and cities in Iowa of both early and recent date, many pamphlets descriptive of towns and cities, and much material on the schools and colleges of the State.

KANSAS.

Kansas State Historical Society, Topeka, has a collection of books relating to the State or written by citizens of the State, consisting of 974 books, 7,794 pamphlets, 577 scrapbooks, 337 volumes of magazines, and 119 broadsides, not including books on travel in the West; also a collection of lawyers' briefs before the Supreme Court of Kansas, numbering 5,750 pamphlets, and Kansas railroad tariffs, numbering 4,000 pamphlets.

Kansas University, Lawrence, acquired in 1892 a library of Kansas books collected by J. W. D. Anderson, of Neosho Falls, containing 175 volumes and 100 pamphlets, and including many rarities.

MAINE.

Bowdoin College Library, Brunswick, Me., has a collection of books and pamphlets relating to the State of Maine and its residents, including with official documents over 10,000 volumes, most of which are catalogued in William

son's Bibliography of Maine. Bowdoin College is aiming to secure all of the 11,000 titles in Williamson's bibliography; also all official publications of the State, towns, cities, schools, and societies, and writings of teachers and officers in collegiate institutions.—See *Report 1903-4*, pp. 3-4.

MASSACHUSETTS.

- The catalogue of the Berkshire Athenæum, Pittsfield, Mass., contains 1,015 titles of books and pamphlets on Massachusetts history. Of these, 154 relate to Pittsfield. The Berkshire Athenæum has 11 books and 28 pamphlets relating to Shay's rebellion; 65 entries in the catalogue refer to the subject in other books.
- The Concord (Mass.) Public Library has a Concord collection of 654 volumes and 434 pamphlets, including works of Concord authors, and books about Concord and its people. The collection contains the various editions of Emerson, Hawthorne, Thoreau, and the Alcotts, with many manuscripts, together with the works of other Concord authors.
- Haverhill (Mass.) Public Library has a Haverhill and Bradford collection of 300 volumes and pamphlets, consisting of city documents, history, description, biography, books by Haverhill and Bradford authors, and books printed in Haverhill and Bradford.
- Medford (Mass.) Public Library has a collection of local history containing 208 volumes.
- The Westfield (Mass.) Athenæum collects all material printed in Westfield or concerning the town, or by authors of local birth or residence, to the number of 100 volumes and 500 pamphlets.

MICHIGAN.

- Detroit (Mich.) Public Library is making a persistent effort to secure everything possible relating to Michigan by Michigan authors and published in Michigan. The number now reaches 6,661 entries, including 2,891 books and documents, 1,038 pamphlets, 1,022 manuscripts, and 1,710 titles by Michigan authors and published in Michigan. The pamphlets include announcements, programs, circulars, leaflets, etc. The manuscripts include invitations to social functions, with notes accepting or refusing them; receipts for moneys due, quartermaster's orders, etc. These figures do not include periodicals or newspapers. There is also a complete file of the newspapers now published in Detroit, as well as many odd numbers of many early publications.
- Grand Rapids Public Library has over 4,000 books, pamphlets, and manuscripts relating to the history of Michigan. A part of these were acquired through the Historical Society of Grand Rapids, from which organization it has received a fund yielding an income of nearly \$100 a year, which is expended for additions to the collection. It has also a complete file of nearly all the newspapers published in Grand Rapids since 1841, totaling about 700 volumes.

MINNESOTA.

- The library of the Minnesota Historical Society, St. Paul, had, on January 1, 1910, 1,895 bound books and about 1,609 pamphlets relating particularly to the State, and including nearly all the writings of Minnesota authors as well as works about Minnesota by others.

MISSOURI.

The Historical Society of Missouri, Columbia, has the Sampson collection of Missouriiana, which is particularly rich in State and municipal reports and documents, and in reports on educational, religious, fraternal, and industrial societies and organizations. It includes a large number of books by Missouri authors, among them a special Mark Twain Collection, numbering in all 1,888 volumes and 14,280 pamphlets. See *First Biennial Report 1902*, p. 12.

Kansas City Public Library contains 700 volumes of Missouriiana, also 7,000 mounted newspaper clippings pertaining to Missouri, and 5,000 to Kansas City subjects.

MONTANA.

Montana State Historical and Miscellaneous Library, Helena, has a collection on the Yellowstone National Park, containing about 50 titles, including pamphlets. This is said to be as nearly complete a collection as there is in the Northwest.

NEW YORK.

The New York Public Library has as one of its specialties the history of New York City and State. A list of works in the library relating to New York State was printed in its *Bulletin*, 4: 163-178, 199-220, 359-378, 7: 51-79, 95-116, 129-51. A list of works relating to the history of New York City is found in its *Bulletin*, volumes 5 and 6. Cf. Reynolds, J. B., *Civic Bibliography for Greater New York*. 1911. 296 p.

Flower Memorial Library, Watertown, N. Y., has a special collection of New York State literature, containing books printed by the various departments of the State, as well as books containing material on State and local history, travel, etc. The collection contains 1,040 volumes.

Niagara Falls (N. Y.) Public Library has a special collection of 355 volumes given by Peter A. Porter relating to Niagara Falls.

NORTH CAROLINA.

University of North Carolina, Chapel Hill, contains 1,743 volumes on the life, literature, and history of North Carolina. This number includes works of North Carolina authors only, on the subjects mentioned. The laws and histories are comparatively complete. Other early material is fragmentary.

The Wake Forest (N. C.) College Library has a special collection on North Carolina history.

OHIO.

The Historical and Philosophical Society of Ohio, Cincinnati, acquired in 1891 the collection of Peter G. Thomson, containing 796 volumes and 1,182 pamphlets on Ohio. See *Historical and Philosophical Society of Ohio. A partial list of the books in its library relating to Ohio*. Cincinnati. 1893. 108 p.

PENNSYLVANIA.

Pennsylvania State Library, Harrisburg, has a collection of Pennsylvaniaiana numbering 7,150 items.

The Carnegie Library of Pittsburgh has a collection of material on the history of Pittsburgh and vicinity, consisting of about 400 books and pamphlets, exclusive of 1,200 bound volumes of Pittsburgh newspapers. It is the aim of the library to purchase everything available on the subject. A valuable and interesting collection of borough and early city documents has been deposited in the library by the city officials.

Pennsylvania State College has a collection of Pennsylvania history, biography, and of genealogy, numbering 2,500 volumes and pamphlets.

West Chester (Pa.) State Normal School acquired in 1906 the collection of H. Rush Kervey, which, with its own collections, makes a library of 800 volumes, and 1,200 pamphlets relating to Chester County and its people, and including books written by natives of the county.

RHODE ISLAND.

Rhode Island Historical Society, Providence, has the largest collection of books and material relating to Rhode Island.

Brown University, Providence, R. I., contains the Rider Collection of Rhode Island History, formed by Sidney S. Rider and presented to the university by Marsden J. Perry. This collection is remarkable for the extent and rarity of its manuscript and printed material bearing on the history of the State. It contains 1,808 volumes and over 8,000 pamphlets.

TENNESSEE.

The Carnegie Library of Nashville, Tenn., has 2,000 volumes of Tennesseecana, including both local history and local imprints.

TEXAS.

University of Texas Library, Austin, has 500 volumes and pamphlets on Texas history. The university has in its possession four valuable collections of materials on southern history, namely: The Bexar archives, consisting of a large mass of official correspondence and other documents accumulated at San Antonio during the Spanish and Mexican régimes; the Austin papers, including some 900 packages and papers of varied character relating specially to Austin's colony; the Roberts papers, in which is included the more important correspondence of Gov. O. M. Roberts during his public career in Texas; and the papers of the Texas Veterans' Association, which are made up, for the most part, of documents concerning the individual records of the veterans.

The Texas State Library, Austin, has a collection of Texasana comprising over 1,000 volumes and about the same number of pamphlets; also 1,000 bound volumes of newspapers and 20,000 manuscripts.

VERMONT.

University of Vermont, Burlington, has about 2,200 books about Vermont, by Vermonters or printed in Vermont, including the collection made by Lucius E. Chittenden.

VIRGINIA.

Virginia State Library, Richmond, has 4,300 volumes relating to Virginia and Virginians, including volumes on Virginia genealogy and biography, and the most nearly complete collection of Richmond newspapers in existence, to the number of 738 volumes.

The New York Public Library printed in its *Bulletin*, 11:64-83, 99-125, 143-168, a list of works on its shelves relating to Virginia, which is of particular interest for the 17th century material.

CANADA.

Harvard University, Cambridge, Mass., has a collection of books on Canada, formed by Francis Parkman, the historian, and bequeathed by him to the university in 1894, which now numbers 2,501 volumes.

Cornell University, Ithaca, N. Y., acquired in 1871 as a gift from Goldwin Smith a valuable collection of books on Canadian history.

WEST INDIES.

The Library of Congress, Washington, D. C., has issued the following catalogues of its special collections: *List of books relating to Cuba, 1898. 61 p. List of books on Porto Rico. 1901. 51 p. List of books on the Danish West Indies. 1901. 18 p.*

The New York Public Library is printing a list of its collection of material on the West Indies. See its *Bulletin*, 16: 7-49, 231-278, 307-355, 367-440, 455-484, January-June, 1912.

Boston Public Library has a collection of 669 volumes given by Benjamin P. Hunt, relating to the West Indies, especially Haiti.

The John Carter Brown Library, Providence, R. I., has very large collections relating to the French West Indies and the Scotch Darien Co.

Harvard University Library, Cambridge, Mass., has a collection of 50 volumes on the history of the revolution in Cuba.

MEXICO.

The John Carter Brown Library, Providence, has probably the largest collection of early Mexicana in existence.

The American Antiquarian Society, Worcester, Mass., has a large collection of about 3,000 titles on Mexico. It also has a special collection of early Mexican imprints from 1555 to 1800, numbering about 800 titles.

The New York Public Library printed in its *Bulletin*, 13: 622-662, 675-737, a list of works relating to Mexico, comprising over 5,000 titles, which are of particular interest in connection with early Mexican imprints, the history of the conquest, and works in native Mexican languages.

The Rhode Island Historical Society, Providence, has John R. Bartlett's collection of books upon Mexico, not many in number, but containing much material, manuscript and printed, on the Mexican boundary question.

SOUTH AMERICA.

A description, by Dr. Hiram Bingham, of the printed and manuscript material in United States libraries for the study of South American history is contained in the *International Bureau of the American Republics, Bulletin of the Pan-American Union*, 26: 283-300, February, 1908.

Columbus Memorial Library, Washington, D. C., makes a specialty of publications relating to Latin America. It contains over 17,000 volumes and pamphlets. In consequence of an agreement reached in the Third International American Conference, each of the participating Republics is to forward to the library copies of all official documents and reports. A feature in the new library quarters is accommodations for contributed or loan collections of South Americana. These now include a large collection of historical and descriptive works relating to Brazil, loaned by the Hon. Thomas C. Dawson, and part of a collection deposited in the library by Dr. José I. Rodríguez, the late librarian.

Harvard University, Cambridge, Mass., has a collection of 6,000 volumes and 500 documents relating to Latin American history and literature. It acquired in 1909 the library of Sr. Montt, numbering about 4,000 volumes, which illustrate especially the history and politics of Chile and which also contain many books relating to the Argentine Republic. This is thought to be the best collection on Chilean history and politics outside the national library of Chile. The university has agreed to leave the collecting of material relating to the northern countries of the continent to Yale, the collecting of South American law to the bar association of New York, and the collecting of Hispanic Americana of the period before 1800 to the John Carter Brown Library, Providence, R. I.

Yale University Library, New Haven, Conn., has an especially strong collection of books, pamphlets, and manuscripts relating to South America, the gifts of Dr. Hiram Bingham and Mr. Henry R. Wagner. There are about 9,300 volumes, including volumes of South American newspapers and periodicals, literary, scientific, and political official publications, especially those of Colombia and Venezuela; and more than 3,000 manuscript letters relating to the wars of emancipation. The Wagner gifts included material on industries and an important collection of books and tracts of the liberation period. The library also receives regularly Government publications from various national and provincial Governments.

The John Carter Brown Library, Providence, R. I., is strongest not only in Hispanic Americana before 1800, but also in the literature of Peru.

Cornell University, Ithaca, N. Y., purchased in 1876 a collection of about 800 volumes and 700 pamphlets on South America, formed by Herbert H. Smith. This collection is especially rich in material on Brazil and in productions of South American local presses not often found in the United States.

Princeton (N. J.) University contains 3,000 autograph documents on Latin America, deposited by Dr. Hiram Bingham. See *Report, 1906-7, p. 54.*

EUROPE.

American historical association: *Check List of Collections Relative to European History. Proof edition. Princeton, 1912. 114 p.*

The New York Public Library has a collection of 30,000 volumes relating to European history.

Princeton (N. J.) University has a collection of 2,862 volumes of sources of European history founded by Mr. and Mrs. M. T. Pyne in memory of Robert Stockton Pyne.

BELGIUM.

Harvard University, Cambridge, Mass., collection on Belgium numbers 750 volumes and includes 150 volumes and pamphlets relating to Antwerp.

FRANCE.

Harvard University, Cambridge, Mass., has a collection of 15,000 volumes on France. This collection, although it does not yet compare in completeness with that on the German Empire, is rapidly being completed, and is already strong in the publications of local societies, cartularies, and memoirs. It includes a Joan of Arc collection, the bequest of Judge Lowell, numbering 500 volumes; material illustrating the history of the commune, pamphlets, papers, broadsides, etc.

The New York Public Library has 13,018 volumes on French history. A collection of 500 pamphlets relating to the French Revolution was listed in its *Bulletin*, 2: 256-264.

Columbia University, New York, has 6,400 volumes on the French Revolution, 550 volumes on Napoleon.

The Library of Congress, Washington, D. C., published in 1905 a 30-page list of the cartularies, principally French, in its possession.

Cornell University collections, Ithaca, N. Y., relative to the French Revolution are unequalled in America, and possibly anywhere outside of France. The nucleus of these collections was the gift by ex-President Andrew D. White, of about 2,000 volumes, 800 contemporary pamphlets, and many manuscripts. See *Catalogue*, 1894. 318 p. Some of the additions to the collection are: A large number of contemporary pamphlets presented by President White in 1900; a rich collection of pamphlets on the fall of Napoleon and the Restoration, added in 1902; and a collection of Jean Pierre Brissot pamphlets, 46 in number, listed in the *Library Bulletin*, 3: 361, Apr., 1896. The White Historical Library also contains a collection of Mazarinades of over 400 pamphlets and a collection of 300 pamphlets on the Thirty Years' War.

The Historical Society of Pennsylvania, Philadelphia, has a collection on the French Revolution comprising 1,810 volumes, which were collected by William Maclure in France early in the 19th century for the Academy of Natural Sciences. From this society it was purchased for the Historical Society. See *Academy of Natural Sciences, Catalogue of Library*. 1836. p. 179-239.

University of Nebraska, Lincoln, has 742 bound volumes on the French Revolution, mostly on the period from 1789 to 1793. These include a number of complete files of newspapers.

University of California (Berkeley) collection on French history numbers 3,616 volumes.

Leland Stanford, Junior, University, California, possesses the John R. Jarboe Collection on the French Revolution, numbering 882 volumes and 1,375 pamphlets.

DREYFUS CASE.

The Boston Athenæum has a Dreyfus collection of 247 volumes, which is practically complete for everything published in France. It includes also many volumes published in England and America and some from almost every country in Europe.

Harvard University, Cambridge, Mass., has a collection of books and pamphlets on the Dreyfus affair, numbering about 200 titles.

Cornell University, Ithaca, N. Y., has a Dreyfus collection of 190 volumes, principally as the gift of Theodore Stanton.

GERMANY.

Harvard University, Cambridge, Mass., has a collection on German history numbering 15,578 volumes, including about 2,875 volumes from the library of the late Konrad von Maurer, professor of German law in the University of Munich, collected by George Ludwig von Maurer and by his son, Konrad von Maurer. This collection, known as the Hohenzollern collection, gathered together by Prof. A. C. Coolidge, of Harvard, to commemorate the visit to Harvard University of Prince Henry, of

Prussia, in 1902, is considered to be the most nearly complete collection on German history outside of Berlin and Munich. It is especially strong in the publications of historical and archæological societies and general local Urkundenbücher. See *Katalog der bibliothek des verstorbenen universitäts-professor Konrad von Maurer, München; Druck von Junge & Sohn, Erlangen, 1903; xiv p. ll., 304 p.; ll., 106 p.*

The Newberry Library, Chicago, has 966 volumes and pamphlets on the history of Germany, including monumental works and collections.

Ohio State University, Columbus, received in 1898, by bequest from Mr. William Siebert, a collection of books on German history, for additions to which Messrs. John and Louis Siebert annually contribute \$200. In 1906 the collection numbered 600 volumes.

GREAT BRITAIN.

The New York Public Library has about 15,000 volumes on British history. It is strong in topography, political history, and biography. There is also the Hepworth Dixon collection of 500 tracts relating to the Civil War and English history in the first half of the 17th century. On Scotland the library has 1,548 volumes. For the works on local history and topography, see *List of works in the New York Public Library relating to British genealogy and local history, New York. 1910. 366 p.* Reprinted from its *Bulletin, June-December, 1910.*

Columbia University has a Mary, Queen of Scots, collection of 550 volumes.

Harvard University, Cambridge, Mass., has 18,158 volumes on the history of Great Britain. This collection is particularly rich in the history of the Stuart period; Mary, Queen of Scots, literature, in which it has 150 volumes, and in Cromwell literature, including the bequest of Thomas Carlyle. See *A Catalogue of Books on Oliver Cromwell and Frederick the Great, bequeathed by Thomas Carlyle to Harvard College Library. 1888 (Bibliographical contributions, No. 26).* Material on the Revolution and Anglo-Dutch relations between 1662 and 1689. Comprises 302 pamphlets mostly in Dutch. The collection of British topography, numbering 2,650 volumes, was gathered largely through the efforts of the late Prof. Charles Gross. See *A Classified List of Books Relating to British Municipal History. 1891. (Bibliographical contributions, No. 43.)* The collection on London numbers 750 volumes.

Boston Public Library contains much material for the history of the 17th century, which is partially described in *Tracts of the time of Charles I., and the English Commonwealth*, in its *Bulletin* No. 98 (1894).

The Congregational Library, Boston, bought in 1901 the library of Bishop Stubbs, of Oxford, which numbers 6,000 volumes.

The Mercantile Library of Philadelphia has the largest collection of the letters of Junius and of works about him in America. The collection comprises 148 volumes. See *A Junius Bibliography, by John Edmands, Bulletin of the Mercantile Library, 2: 48-52, 64-68, 85-88, 105-108, 121-4, 142-4.*

The Newberry Library, Chicago, has 3,263 volumes and pamphlets on the history and topography of Great Britain and Ireland.

The Worcester Library secured in 1882 through the instrumentality of Alderman Willis, who visited the library in the autumn of 1881, a valuable, because it is an almost unique, collection of books relating to the topography and county of Worcester, England.

IRELAND.

The New York Public Library printed in its *Bulletin* 9: 90-104, 124-144, 159-184, 201-229, 249-280, March-July, 1905, a list of works relating to Ireland. Later additions have brought the collections up to about 5,000 volumes. University of Michigan, Ann Arbor, has a collection of nearly 200 volumes on early Irish history, presented in 1888 by George C. Mahon, of Ann Arbor.

ITALY.

Harvard University, Cambridge, Mass., contains 6,850 volumes on the history of Italy, including 1,621 volumes or pamphlets on the Risorgimento, 642 on Venice, 887 on Florence, and 244 on Sicily. The New York Public Library has 4,440 volumes on Italian history. The St. Louis Public Library contains 330 volumes of travels in Italy.

NETHERLANDS.

The New York Public Library has, besides a representative collection of the standard histories of the Netherlands, a collection of 10,000 to 20,000 Dutch pamphlets of particular value for the history of the Netherlands in the 18th and 19th centuries. The Boston Athenæum acquired in 1900 a carefully selected collection of 1,290 volumes on the history of the Netherlands and Dutch colonization. Harvard University, Cambridge, Mass., has 1,863 volumes on the Netherlands. A special fund insures the steady increase of this collection. The Newberry Library, Chicago, acquired by purchase in 1906 a collection of 1,200 volumes on the Netherlands. The John Crerar Library, Chicago, has a collection of some 500 volumes on the history, statistics, government, etc., of Amsterdam in the 17th to 19th centuries. The collection is rich in illustrated works.

RUSSIA.

The Library of Congress, Washington, D. C., acquired in 1907 the Yudin Collection of Russica and Siberica, numbering 80,000 volumes. This collection is especially strong in Russian literature and the history of Russia and Siberia. See *Librarian's Report*, 1907, pp. 20-23; also *Alexis Babine, The Yudin Library. Washington. 1905*. Of the 80,000 volumes all except 12,000 are in Russian. The collection represents systematic accumulations over a long period by a competent bibliographer, with ample funds, who was especially interested in Russian bibliography, history, and literature. It not only omits no important work of the Russian historians, but also includes among its source material complete sets of the Russian annals, of the publications of historical and archaeological societies, and of the provincial commissions whose object is to collect and publish documents relating to the national history. The 60 sets of society and periodical publications alone form a collection of 6,000 volumes. The collection is rich in local history, ethnography, and institutional history, and in the record and literature of special groups and sects. In pure literature the collection of texts includes the best edition of every important Russian writer; fine arts are well represented, especially notable being a set of the Revinski publications, the most nearly complete known. The collection of Siberica, especially of Siberian imprints, is notable.

Yale University Library, New Haven, Conn., through the generosity of the late J. Sumner Smith, received in 1896 a very valuable collection of Russian books, numbering 6,000 volumes. Additions have been made yearly until now this department is particularly strong in publications of learned societies, Russian and other Slavonic bibliography, and Russian history and geography. The most important part of the collection is the large number of publications of learned societies, Government documents, and general periodicals, of which there are 153, embracing about 4,000 volumes, mostly complete sets. See *Catalogue of books . . .* (Leipzig. Breitkopf and Hartel.) 1896. *Catalogue of Slavica in Yale University*, compiled by Joel Sumner Smith.

Harvard University, Cambridge, Mass., has a Slavic collection, including history and literature, numbering 8,150 volumes. Its collection of English, French, and German works on Russian history is practically complete.

University of Pennsylvania, Philadelphia, has the Tower collection presented by the Hon. Charlemagne Tower, consisting of about 2,800 volumes in Russian, chiefly in the fields of literature and history.

Columbia University, New York, has a collection on Russian history numbering 2,515 volumes and including a collection on the Revolution of 1895 numbering 1,761 volumes.

Cornell University, Ithaca, N. Y., has the Schuyler Collection relating to Russia, which is described in its *Bulletin*, 1: 301-15, May, 1885.

SCANDINAVIAN COUNTRIES.

Yale University, New Haven, Conn., in 1896, acquired by gift from Mrs. Henry Farnam the collection of books relating to Scandinavia formed by the late Count Paul Riant, of Paris. It comprises 5,000 volumes, 50 manuscripts, and 16,000 dissertations of the Swedish universities. In the collection are many rarities. It is strongest on the side of history, though some other departments, especially geography and the older Icelandic literature, are well represented. See *Catalogue de la bibliothèque de feu M. le comte Riant, rédigé par L. Germon et L. Polain. Paris, A. Picard et fils, 1896-98, 3 vols. 1. ptie. Livres concernant la Scandinavie, 1896.*

Harvard University, Cambridge, Mass., has a collection of Scandinavian history and literature numbering 5,700 volumes, including 2,000 volumes and as many more pamphlets from the library of Prof. Konrad von Maurer, of Munich. It is unusually strong in the literature of the Sagas and Eddas.

University of Minnesota, Minneapolis, has secured by gift and purchase, during the past five years, a collection of about 5,000 volumes relating to the literature, history, and antiquities of Scandinavia. It is strongest in history and philology, but includes a large collection of the modern literature of Sweden, Norway, and Denmark. The university also has arranged to acquire the private library of Bishop Bang, of Christiania. This collection, which is general in character, contains 5,000 volumes, some of which will probably duplicate material already in the university's Scandinavian collection. The Bang library is strongest in topography, in which subject it is said by the collector to be the best collection in Norway; it is strong also in recent political history and in philology.

Augsburg Seminary, Minneapolis, Minn., acquired in 1905 the library of Prof. Dr. H. G. Heggtveit, the historian of Christiania, Norway. The library included a complete *Diplomatarium Norwegicum* from the time of Haakon I to the present, with official and public documents of church and state.

University of Texas Library, Austin, acquired by gift the library of Sir Swante Palm, Swedish consul at Austin. The library contains about 10,200 volumes, of which 5,000 volumes are in Swedish. It includes much on Swedish history and literature, and is rich also in works on fine arts, travel, geography, and Texas history.

ICELAND.

Cornell University, Ithaca, N. Y., acquired in 1904, by bequest of Willard Fiske, an Icelandic collection of 8,500 volumes, which has since increased to 9,000 volumes. This includes all the works on the scattered remains of runic literature and on Scandinavian mythology; and all the annuals, travels, natural histories, ecclesiastic writings, biographies, and bibliographies bearing in any way on the history, topography, commerce, language, and letters of Iceland. It lacks very few of the editions and translations of the sagas, the ancient laws, the Eddas and the scaldic lays, and very few of the treatises which illustrate them; it lacks still fewer of the strictly linguistic works relating to either the Old-Icelandic or the New-Icelandic. It has every one of the impressions of the Icelandic Bible or of its parts. Its series of Icelandic periodicals, whether printed in the island itself or in Denmark or in Canada, is absolutely complete; and all but complete is the series of laws and ordinances, regulating the island's affairs, promulgated by either the Danish or Icelandic authorities. Of the geographical descriptions of Iceland, from the earliest dubious reports of Thoroddsen, scarcely one is wanting, each and every published voyage being present in original editions and all translations. It includes nearly every important production of the Icelandic press during the past 50 years; and many ephemeral publications, such as broadsides, placards, funeral inscriptions, prospectuses, circulars, and not a few engravings and portraits. See *Islandica, an annual relating to Iceland and the Fiske Icelandic Collection* . . . ed. by G. W. Harris, v. 1-4. Cornell University, Ithaca, 1908-1911. v. 1 *Bibliography of the Icelandic sagas and minor tales*. v. 2, *Northmen in America*. v. 3, *Bibliography of the sagas of the Kings of Norway*. v. 4, *Ancient laws of Norway and Iceland*.

SPAIN.

University of Pennsylvania, Philadelphia, received by bequest in 1909 the Henry Charles Lea collection of books on Spanish history of 15,000 volumes. The Hispanic Museum, New York, contains over 75,000 volumes relating to Spain, Portugal, and Latin America, their history, institutions, literature, etc.

SWITZERLAND.

Johns Hopkins University, Baltimore, Md., has a collection on Swiss history and institutions which contains 475 volumes, 700 pamphlets, and 20 manuscripts. It includes a part of the library of Prof. J. C. Bluntschli, of Heidelberg, which was presented to the university in 1882 by German citizens of Baltimore, as well as a large gift from the Swiss Government in 1887. See *Description of Bluntschli Library, in John Hopkins University Circular No. 21, p. 61-62; Gift of Swiss Government, Circular No. 62, p. 22-23*.

The Harvard University collection, Cambridge, Mass., on Swiss history numbers over 1,500 volumes.

TURKEY.

THE OTTOMAN EMPIRE AND THE NEAR EAST QUESTION.

Harvard University, Cambridge, Mass., has a collection on the Ottoman Empire numbering 3,868 volumes. This collection of books is without doubt one of the richest on this subject ever brought together. It includes many books from the library of the late Count Paul Riant, of Paris. The collection also includes 445 volumes from the library of M. Charles Schefer, of Paris, acquired in 1899. Its greatest strength is perhaps in contemporary pamphlets in Latin, German, French, and Italian, descriptive of events in the various wars against the Turks. For example, on the battle of Lepanto (1571) there are 160 titles, including a series of more than 80 Italian poems on the battle; and on the siege of Vienna (1683) there are over 80 volumes or pamphlets. The Riant Collection as a whole includes: (1) About 2,000 titles on the church, of which fully one-half deal with mediæval church history. It is strong in the literature of relics, pilgrimages, and hagiography as well as that of the Crusades and the religious orders. Mysticism in theology and the miraculous in religion are subjects for about 800 authors; there are about 165 titles on "Our Lord's Passion," and the Virgin and saints are given proportionate attention. (2) The geography section deals particularly with the oriental; of 1,500 books of travel, nine-tenths deal with places east of the Adriatic, especially the Holy Land. The stories of the pilgrims prior to the year 1000 are valuable but not numerous; during the Crusading period a fair record is made; but the accounts of the 15th, 16th, and 17th century travelers form a unique contribution to our knowledge. It includes also many modern books, and a series of special collections upon particular localities, such as Lebanon and the Holy Sepulchre. (3) The history section includes the material determining the territorial distribution of the Crusaders, heraldry, and local and family history; it contains very complete collections of material on the Crusades, numbering 891 volumes, among them being five editions of Villehardouin, including the first, and the same of Accolti. The rarest works in the whole collection, however, are in the material on the history of the Eastern Question from the 14th to the 17th centuries. This comprises every book of real value upon Ottoman history, as well as several sets of German, Latin, Italian, and Portuguese pamphlets. There are over 200 titles on the history of commerce, for the most part in the Orient, and among them Mosto and Passi of the 15th century, both represented in rare editions. (4) Literature and philology number about 1,000 titles, including selections from modern Greek literature; a number of Provençal and old French texts, chiefly illustrative of chivalry and the Crusades; collections of mediæval romances and a special collection on Tasso, including over 50 editions of Jerusalem Delivered, and many commentaries. (5) The section on bibliography and book rarities comprises about 700 titles in bibliography, including many published catalogues, and about 100 incunabula, the majority in good condition. Several of these incunabula are not listed in Hain. See *The Oriental collection of Count Paul Riant, now in the library of Harvard University*. By Alfred L. P. Dennis, *Library Journal*, 28: 817-20, December, 1903. See also *Catalogue de la bibliothèque de feu M. le comte Riant, rédigé par L. Germon et L. Polain*. Paris, A. Picard et fils. 1896-1899. 3 v. 2. ptie, *L'histoire des croisades et de l'Orient latin*. 1899, 2 v.

The New York Public Library has a large collection of historical material on the Balkans in general, the individual Balkan States, and the near Eastern

Question to the number of about 1,814 volumes. A list of these works was printed in its *Bulletin*, 14: 7-55, 199-226, 241-295, 307-341, January-April, 1910.

ASIA.

ARABIA.

The New York Public Library collection on Arabia is described in its *Bulletin* 15: 7-40, 163-198.

CHINA.

The Library of Congress, Washington, D. C., owns over 15,000 volumes (Chinese reckoning by fascicules) of Chinese books, including the great Encyclopedia, the "Tu Shu Tsi Cheng" in 5,000 volumes, which was presented in 1908 by the Chinese Government. See *Librarian's report 1900*, pp. 21-23, 1907, p. 29. The collection embraces hundreds of volumes of classics and rituals; history, etc.; an extensive collection of dynastic histories; history of the eight banners in 314 volumes; summary of events during Ta Tsing Dynasty, in 700 volumes; a catalogue of the imperial library in 200 volumes; 3 sets of Kang He's Dictionary in 40 volumes; and a dictionary of classical expressions in 120 volumes; also other dictionaries, essays, drama, and poetry, astronomy, agriculture, law, and medicine, and a rich assortment of Buddhist and Taoist literature; fine sets of the Vinaya, Sutra, and Abhidharma, including also 950 volumes of Manchu books, mostly translations from Chinese originals; and some scarce and precious Tibetan books presented by the Hon. W. W. Rockhill.

Yale University, New Haven, Conn., received valuable collections of Chinese literature from Hon Yung Wing in 1878, from Prof. F. W. Williams in 1884 (the collection of the late Prof. S. Wells Williams), and F. E. Woodruff in 1891. Through yearly additions the number of volumes is between 3,000 and 4,000, and includes a complete series of the dynastic histories of China, bound in 217 volumes.

The Ward Memorial Library in the Essex Institute, Salem, Mass., relating to China, now contains nearly 2,000 volumes printed in continental languages, principally English. It contains numerous early imprints, but its greatest strength lies in complete files of periodicals, the transactions of societies, and Government reports. Additions are made from the income of the Frederick Townsend Ward fund of \$9,000.

Harvard University, Cambridge, Mass., has a collection of 1,550 volumes on the history of China, including 67 volumes relating to the controversy between the Jesuit and Dominican missionaries at the beginning of the 18th century.

The Newberry Library, Chicago, acquired in 1896 a collection of works on China containing 1,247 volumes and pamphlets; it has also a large collection of Tibetan literature.

The John Crerar Library (Chicago) Collection of Chinese literature numbers 14,055 volumes. Together with the Newberry Library (Chicago) Collection it ranks with the European collections.

INDIA.

The Newberry Library, Chicago, acquired in 1807 the library of Wilberforce Eames, of New York, containing 3,257 volumes and pamphlets and manuscripts, inscribed on native paper, palm leaves, copper, and birch bark. The Eames Library relates to British India, Afghanistan, Tibet, and Farther India.

Harvard University, Cambridge, Mass., has 2,161 volumes on India, largely in English.

JAPAN.

The Library of Congress, Washington, D. C., has a collection in the Japanese language, mainly of printed books and transcripts, purchased for the library in 1907 by Prof. Asakawa, of Yale University. See *Librarian's report, 1907, pp. 24-29*. The portion purchased by Prof. Asakawa contained 9,072 works, including many monographs, compilations of historical material, and large collective editions of important works in history and literature, many recent publications in literature, law, science, arts, and industries, and many Government publications, including complete sets of the reports of the Japanese Department of Education. Much scarce, out-of-print material is also included. Special features are: (1) A very complete collection of old and new books on the geography of different localities; (2) works on Buddhism, including two complete editions of the Buddhist Tripitaka in Chinese, general works on Buddhism, and a very complete collection on Buddhist sects, both those which originated in Japan and those which, while originating in China or India, were elaborated in Japan, the whole forming as nearly complete a collection on Japanese Buddhism as could be found in any one library in Japan. Other subjects well represented are various schools of Shinto, popular beliefs, antiquities, etiquette, old Japanese music, the sword, etc.

Yale University Library, New Haven, Conn., has a very important collection of Japanese material, containing nearly 9,000 works in 4,000 volumes, besides 1,741 maps, 742 photographs and charts, and a number of scrolls. The material relates to Japan's recent conditions and also to the history of Japanese civilization, as well as includes literary works and those on history, religion, and other aspects of national life. Particularly strong is the collection of material relating to the institutional development of Japan. Of the total number of volumes, etc., in this collection, the larger part—namely, 8,120 volumes in 3,578 rebound volumes, 1,741 maps, 742 photographs and charts, and a number of scrolls—was collected by Dr. K. Asakawa, the curator, in Japan. This new material may be divided into two classes, namely, books relating to Japan's recent conditions, and those bearing on the history of Japanese civilization. The former class of works either treats of the education, laws, diplomacy, and economic conditions of the present Japan, or gives the results of modern investigations in the geography and geology of that country. A large part of these works, comprising 1,733 maps and several hundred volumes, are gifts of the various departments of the Japanese Government. The larger part of the new material consists of works relating to various phases of the history of Japanese civilization. The collection of historical sources and literature of all ages, comprising documents—many in facsimile and several in original copies—inscriptions, contemporary records, and memoirs, and later compilations, would be considered unusually large, even in Japan. Literary works, and those on local history and on the history of customs and manners of commerce, of religion, and other aspects of national life, are also numerous.

The collection of Buddhist literature includes a complete edition of the translations of the Tripitaka, and works of the new sects that arose in Japan. Particularly strong is the collection of material relating to the institutional development of Japan. Works on art are also well represented. They comprise many monographs on art and the history of art: hundreds of reproductions of objects of art; 50 technical charts of edifices

typical of the different periods of the history of Japanese architecture, drawn specially for this library at the college of engineering of the Imperial University of Tokyo; and several scrolls of paintings and calligraphy. A valuable set of reproductions of Chinese paintings, in two volumes, and of Japanese art, in 20 volumes, is the gift of Mr. Charles J. Morse, of the class of 1874. A large part of the written work is contained in manuscripts, many of which are not in the market. The latter were either secured from owners in different parts of the country, or specially transcribed for the library, from the original or otherwise good copies. The transcribing was done at 15 different monasteries, libraries, and public offices in Tokyo and throughout west Japan, and resulted in about 60 works in 1,000 fascicles, including some of the best sources and rarest materials. See *Report of the Librarian of Yale University, 1907-8*, pp. 9-10.

The New York Public Library printed in its *Bulletin*, 10; 383-423, 439-477, a list of works on its shelves relating to Japan, of particular interest in connection with the 16th and 17th century accounts of European intercourse with Japan.

University of Pennsylvania, Philadelphia, has the McCartee Collection, presented by the late Dr. D. B. McCartee, that comprises nearly 1,000 volumes in Chinese and Japanese, and over 200 in European languages concerning the literature and history of China and Japan.

Harvard University, Cambridge, Mass., has 822 volumes relating to China, and 960 volumes relating to Japan. Additional reference should be made to the Brevoort Collection, of early books on Japan, mainly by Jesuit missionaries, numbering 85 volumes.

PALESTINE.

Drew Theological Seminary, Madison, N. J., has a collection of books of travel in the Holy Land numbering 282 volumes.

Harvard University, Cambridge, Mass., has a notable collection on the geography of the Holy Land, including 800 volumes on this subject, which were acquired in the Riant Collection in 1900.

SIAM.

Harvard University, Cambridge, Mass., has 70 volumes relating to Siam, and 61 volumes relating to Burma.

TIBET.

The Newberry Library (Chicago) collection of Tibetan literature formed by Dr. Laufer contains 782 titles.

AFRICA.

The New York Public Library has a collection of 2,930 volumes relating to Africa. Its collections relating to South Africa are described in its *Bulletin*, 3: 429-461, 502-505.

Drew Theological Seminary, Madison, N. J., has a collection on Africa, in large part as the gift of Rev. J. G. Hartzell, the Bishop of Africa of the Methodist Episcopal Church. The collection numbers 734 volumes.

Harvard University, Cambridge, Mass., has 366 volumes relating to Algiers; also 370 volumes relating to Morocco.

OCEANIA.

Leland Stanford Junior University, California, received in 1897 as a gift from Thomas Welton Stanford, of Melbourne, Australia, 2,148 volumes and pamphlets relating to Australia. This has since increased to about 4,000 books and pamphlets. The collection is especially strong in books of early travel and description, and includes a notable collection of early Parliamentary papers.

The Library of Congress, Washington, D. C., collections on the islands of the Pacific are partially described in the following bibliographies: *A list of books on the Philippine Islands. 1903. 397 p. A list of books on Samoa and Guam, 1901. 54 p. List of books relating to Hawaii. 1898. 26 p.*

The Newberry Library Ayer Collection, Chicago, is notably rich in material relating to the Philippine Islands and the Hawaiian Islands.

Harvard University, Cambridge, Mass., collection on Australia and the islands of the Pacific Ocean numbers 1,036 volumes, including 164 volumes on the Hawaiian Islands and a considerable number of rare Hawaiian imprints. Its collection on the Dutch East Indies numbers 336 volumes, the most valuable part being a collection of 17th and early 18th century books in Dutch and French.

The New York Public Library received in 1907 a collection of about 500 volumes of American state papers, collected by Hon. Elihu Root, as a contribution toward the history of American foreign policy in 1898 and following years, and the relations between the United States and Porto Rico, Cuba, the Philippines, and insular possessions. A list of books on the Philippine Islands, in the library was printed in its *Bulletin*, 4: 19-29.

American Antiquarian Society, Worcester, Mass., has the Hoar Collection of books and pamphlets relating to the Philippine question, numbering about 600 titles.

GEOGRAPHY.

The Library and Archives Division, Coast and Geodetic Survey, Washington, D. C., has general geographical works on continental United States, Mexico, Central and South America, the West Indies, Alaska, Hawaii, the Philippines, Tutuila (Samoan Islands), the various States of the United States, and of Central and South America; exploring and scientific voyages around the world, and in the Atlantic, Pacific, Arctic, and Antarctic Oceans, and exploring and scientific expeditions in continental United States and Alaska. The collection of voyages along the Alaskan coast, and of expeditions into the interior of Alaska, is particularly fine. The library also includes a very large collection of late and early Alaskan maps and charts of American, English, and foreign origin; American, English, and foreign periodicals, society transactions, and Government bureau publications. The collection relating to boundaries, though small, contains all the principal published reports of the boundary surveys between continental United States and Canada, United States and Mexico, Alaska and Canada, and the maps relating to the same, the published reports of the various State boundary surveys, and the maps relating to them. The boundaries section contains 110 books and 100 pamphlets. The section on geography has 3,100 books, 1,200 pamphlets, and 5,500 photographs, principally of the country along the Alaskan boundary. There are also some photographs showing topographic, hydrographic, and geodetic parties at work in the field.

The Library of Congress, Washington, D. C., has the largest collection of maps, charts, and atlases in America. It numbered 111,712 in 1909. See *List of Maps of America in the Library of Congress*. Washington, Government Printing Office, 1901. A list of geographical atlases, compiled under the direction of P. Lee Phillips. Washington, 1909, 2 volumes. The Kohl Collection of maps relating to America (now in the Library of Congress), by Justin Winsor. Washington, 1904. The collection of voyages and geographical works is also unusually large. The Library also has a collection of about 3,500 geographical atlases, including atlases of cities, those to accompany voyages of circumnavigation, historical works, scientific explorations, and reproductions in atlases to accompany boundary disputes between nations. In general, the Italian, Dutch, French, German, and English schools are well represented. The collection includes all of the 40 editions of Ptolemy listed by Eames, except the Latin editions of 1478, 1482, and 1514. There are also 24 copies of the folio edition of Ortelius and 11 folio Mercator atlases.

The New York Public Library has about 18,000 volumes relating to geography. The collected accounts of voyages are extensive, especially the 16th, 17th, and 18th century accounts of European voyages to the East and West Indies in search of the northeast and northwest passages. A list of the general atlases in the library was printed in its *Bulletin*, 4: 63-69, February, 1900, a list of maps of the world in its *Bulletin*, 8: 411-422, September, 1904, and a list of the De Bry Collection of voyages in its *Bulletin for May, 1904*. Its Hulsius Collection is described in the *Lenox Library contributions*, No. 1, 24 pages, and its Thevenot Collection in the *Lenox Library contributions*, No. 3, 20 pages.

Harvard University, Cambridge, Mass., contains maps to the number of 27,000 sheets and 1,075 atlases. It acquired in 1818 the collection of Prof. Ebeling, of Hamburg, which forms the basis of the present extensive map collection. See *Catalogue of the maps and charts in the library, 1831*. 224 p. The bibliography of Ptolemy, by the late Justin Winsor, No. 18 of the *Bibliographical Contributions of Harvard University Library*, describes many of the editions in the Harvard Library.

Princeton University, New Jersey, has a collection of about 100 volumes of atlases containing American maps before the year 1800, and about 100 American maps not included in these atlases were acquired in 1908.

Western Reserve Historical Society, Cleveland, Ohio, is especially strong in early maps. It consists of the works of the great cartographers of Amsterdam, London, and Paris, classified so as to show the development of knowledge of the Great Lakes and the Ohio River; maps designed by the explorers themselves and published in their works; maps issued to illustrate books of travel and history; political maps representing the rival claims of New France or British America to the Ohio Valley; war maps of the Revolution and the border wars; maps for the tourist and emigrant of the pioneer period; colonial maps based on first surveys; and wall maps and atlases of the various countries and towns of the Western Reserve.

VOYAGES, ETC.

The library of the American Museum of Natural History, New York, acquired in 1900 the library of Gen. Egbert Viele, containing 1,876 volumes, and 1,833 pamphlets, relating to scientific travels. The library acquired in 1886 the library of Hugh J. Jewett, containing 350 volumes relating to early voyages.

The United States Bureau of Fisheries, Washington, D. C., has about 1,200 volumes on scientific voyages and expeditions, soundings, and hydrographic records.

The United States Naval Academy Library, Annapolis, Md., contains about 1,500 volumes of voyages.

Harvard University, Cambridge, Mass., contains 970 volumes relating to early voyages and publications of geographical societies.

The Virginia State Library, Richmond, contains 450 volumes on voyages and travels. Effort has been made to collect especially voyages and travels referring to Virginia.

The Newberry Library, Chicago, Ill., has a collection of 142 biographies of Columbus, counting both volumes and pamphlets.

ARCTIC EXPLORATION.

Western Reserve Historical Society, Cleveland, Ohio, received within the past few years the collection of the late Judge Henry C. White on Arctic exploration. This embraces 200 separate titles, and is said to be one of the finest collections on this subject in the United States.

The New London Public Library, New London, Conn., has a collection of 135 volumes on the Arctic regions.

Cornell University, Ithaca, N. Y., acquired in 1802-3 a rich collection of Arctic literature, numbering 130 volumes.

The New York Society Library, New York, has a collection of 100 volumes on Arctic research.

OCEANOLOGY.

The library of the Coast and Geodetic Survey, Washington, D. C., has general works on oceanology, hydrographic surveying works, and works on tides and currents, to the number of 500 books and 200 pamphlets. It has a practically complete set of American, English, and foreign charts, numbering 39,000.

ANTHROPOLOGY AND ETHNOLOGY.

The Bureau of American Ethnology, Washington, D. C., has 5,000 volumes (American) and 7,000 volumes (foreign), pertaining chiefly to anthropology, history and general science.

Harvard University Peabody Museum Anthropological Library, Cambridge, Mass., has 4,172 volumes and 4,003 pamphlets on anthropology. It is especially strong in works relating to prehistoric Central America and Mexico. It receives currently 168 serials.

The library of the American Museum of Natural History, New York, possesses a good collection of anthropological works and periodicals, amounting to about 3,000 volumes.

Boston Public Library has important collections in anthropology and ethnology, particularly European. See *Boston Public Library Bibliography of the anthropology and ethnology of Europe*, by W. Z. Ripley. 1899. 160 p.

The National Museum, Washington, D. C., acquired in 1909 the working library of the late Dr. Otis Tufton Mason, relating to anthropology. The museum in 1904 had received from Dr. Mason, head curator of anthropology, about 2,000 volumes and pamphlets principally on anthropology.

Boston Athenæum acquired in 1901 the collection on gypsies formed by the late Francis Hindes Groome, of Edinburgh. This contains 181 volumes, including many rare books and scarce pamphlets and magazine articles.

as well as copies of Mr. Groome's own works with marginal additions, much manuscript and lecture material, and his correspondence with M. Paul Bataillard, the French student of gypsies, dating from 1872 to 1880.

FOLKLORE.

The Harvard University (Cambridge, Mass.) collection of folklore and mediæval romances, which numbers about 11,700 volumes, is, perhaps, the largest in existence. It was built up largely through the efforts of the late Prof. Francis James Child, and on it was based his monumental work on *English and Scottish Popular Ballads*. The collection contains the so-called Boswell Collection of English Chapbooks, and also the manuscript material used by Bishop Percy in preparing his *Reliques of Early English Poetry*, together with hundreds of broadside ballads. See *Catalogue of English and American Chapbooks and Broadside Ballads in Harvard College Library, 1905*. (Harvard University Library Bibliographical contributions, No. 56.) The collection of English chapbooks numbers over 3,000; of American, 100; of Swedish, 350.

Harvard University, Cambridge, Mass., acquired in 1893 the library of Mr. John Bartlett, of Cambridge, on proverbs, emblems, and the dance of death.

Cleveland (Ohio) Public Library is the recipient of a collection of folklore and early oriental literature, which Mr. John G. White is making and giving to the library. This collection at present contains 10,000 volumes and pamphlets. Aside from the folk tales and proverbs, which afford specimens in nearly every written language, the collection is strongest in Arabic and Indo-Iranian literature, both in texts and translations, gypsy lore, folk songs, folk music, East Indian, Egyptian, and Assyrian archaeology, and in Mexican picture writing. Its fame locally rests upon its 60 or more editions of the Arabian nights entertainments, published in various European and Asiatic languages.

Providence (R. I.) Public Library received as a bequest from the late Alfred Mason Williams in 1896 a collection of works on folklore, comprising about 2,600 volumes. This collection is strongest in Irish folklore.

Cornell University, Ithaca, N. Y., has a collection of folklore containing 1,426 volumes and including a collection of Russian folklore received in 1884 from the Hon. Eugene Schuyler, as well as a collection of folklore and popular tales of Europe to the number of about 300 volumes. There is also a collection of mediæval sermon books presented by Dean Crane.

The New York Public Library has a collection containing about 1,000 volumes on folklore. A list of works in the library relating to folk music and folk songs and ballads was printed in its *Bulletin*, 11:187-226, May, 1907. A list of works relating to witchcraft in the United States was printed in its *Bulletin*, 12:658-675. In the Isaac Myer Collection the library secured some 2,000 volumes relating to Hebrew and Egyptian mysticism, the Kabbala, scarabs, etc.

The Newberry Library, Chicago, has 654 volumes and pamphlets on folklore. It also has 398 volumes and pamphlets on proverbs.

SPORTS AND AMUSEMENTS.

The New York Public Library has a collection of about 5,000 volumes on sports and amusements. This includes a large collection of works on fishing and angling and on shooting. A list of the Walton Collection was printed in 1893 as No. 7 of the *Contributions to a Catalogue of the Lenox Library*. A list of works in the library on sport and shooting was printed in its *Bulletin*, 7:164-86, 201-34, May-June, 1903.

The Newberry Library, Chicago, has 1,789 volumes and pamphlets on sports and amusements, including part of the Robert Clarke Collection on fish and fishing and 71 editions of Walton and Cotton's *Complete Angler*.

Harvard University, Cambridge, Mass., has a collection of books on angling, fishes and fish culture, numbering 1,014 volumes and 269 pamphlets, presented in 1892 by John Bartlett. See *The Bartlett Collection, 1896*. (Harvard University Bibliographical contributions, No. 51.) The collection includes 60 editions of Walton's *Angler*.

Massachusetts Institute of Technology, Boston, has a collection of about 400 volumes on athletics, sports, and personal hygiene, given by the late Frank H. Colley.

THE THEATER.

The Boston Public Library acquired in 1909 as a gift from Allen A. Brown a collection relating to the drama and the stage. The collection comprises 3,500 volumes relating to the history of the theater; biographies of actors, a large collection of play bills, American and foreign, including many of the early Boston theaters; autographs of actors; photographs and engraved portraits; and newspaper and magazine clippings on theatrical affairs arranged in about 100 volumes and fully indexed. A considerable number of books relating to the drama and stage in general are included. It has also a collection of 422 volumes, the gift of Mrs. John G. Gilbert.

Harvard University Library, Cambridge, Mass., has a collection of 2,037 volumes relating to the theater. It acquired in 1903 the library of the late Robert W. Lowe, of London, author of the *Bibliography of British Theatrical Literature*, containing 789 volumes and 47 pamphlets on the history of the stage in Great Britain. The Lowe Library is rich in biographies, and contains many plays by little-known dramatists.

St. Louis Public Library has a collection of 533 volumes relating to dramatic history. This is largely periodicals and bound volumes of local theater programs, rather complete, going back to 1872. It also has 242 volumes relating to amateur plays.

The New York Public Library has posters, clippings, etc., illustrative of the history of the British theater, 1711-1862, in 34 volumes, and programs of the Dutch theater and the French opera at The Hague, 1810-1867, to the number of 52 volumes.

Rhode Island Historical Society, Providence, has the collection of books upon the American and English drama gathered by Charles D. Jillson and bequeathed to the society by his father, Esek A. Jillson, in 1901. About 800 volumes are listed in "Cooperative Bulletin of Providence Libraries" for December, 1901.

CHESS.

The Library Co., of Philadelphia, acquired in 1884 the Chess Library of Prof. George Allen, containing 1,070 volumes, besides newspaper clippings, manuscripts, pictures, etc., relating to this game. See *Catalogue 1878*. 89 p.

SOCIAL SCIENCES.

The index of economic material in documents of the States of the United States by Miss A. R. Hasse (Carnegie Institution of Washington. 1907-1910. etc., 10 volumes), indicates the location of material in cases where it is not found in the New York Public Library. Indexes for the following States have appeared: California, 1908; Delaware, 1910; Illinois, 1909; Kentucky, 1910;

Maine, 1907; Massachusetts, 1908; New York, 1907; New Hampshire, 1907; Rhode Island, 1908; Vermont 1907.

The New York Public Library has 15,000 volumes relating to the social sciences. A list of periodicals in the library relating to sociology and economics was printed in its *Bulletin* 4:128-142, April, 1900.

The John Crerar Library, Chicago, acquired in 1902 the private library of Prof. R. T. Ely, of the University of Wisconsin, containing 4,000 volumes and 4,000 pamphlets on political economy. The Ely Library is especially strong in works on American labor and social movements. It acquired in 1904 the library of the late C. V. Gerritsen, of Amsterdam, containing 18,000 volumes and 15,000 pamphlets on social and economic subjects. This library is especially full in finance, labor, and socialism, and includes also a separate collection of 6,000 volumes and pamphlets on woman.

University of Pennsylvania, Philadelphia, has the Stephen Colwell collection of social science and political economy, numbering over 7,000 volumes and pamphlets, which is reputed to contain almost every important book or pamphlet on these subjects published before 1860, in English, French, and Italian, besides many in German and Spanish. The collection on the theory of and the practice of banking is particularly full. This is supplemented by the Carey Collection, a bequest of the late Henry C. Carey, which is especially rich in statistics and Government reports. It includes also about 3,000 English pamphlets on finance, bound in chronological order, and covering the period from the close of the 17th century to our own time.

University of Michigan, Ann Arbor, in 1871 received through the generosity of Mr. Philo Parsons, of Detroit, the library of the late Prof. Karl Heinrich Rau, of the University of Heidelberg. This collection, which contains 6,076 volumes, is especially rich in works on political economy and European statistics previous to the middle of the 19th century.

Springfield (Mass.) City Library Association in its David A. Wells Economic Library has a collection containing about 14,000 volumes, besides pamphlets, on social science, especially on taxation and public finance. The nucleus was the private library of about 2,000 volumes bequeathed by David A. Wells, with an endowment which amounts to about \$100,000.

Yale University Library, New Haven, Conn., acquired in 1871 the R. Von Mohl Library in political science. In the same department the library has been strengthened by large gifts from Mr. Henry R. Wagner, of English political and economical tracts, totaling 13,000, many of which are very rare. The Wagner gifts include many economic and historical tracts of the 16th and 17th centuries. The collection is particularly rich in literature of the South Sea Bubble, the bank act of 1844, the history of English currency at the beginning of the 19th century and the India currency controversy. A numerous collection of sets of course of exchanges, 1811-1819, and many books on the technology and economics of the precious metals are also included. Of peculiar value is a collection of California pamphlets issued in the fifties of the 19th century. The library is strong also in material on the bimetallic controversy.

STATISTICS.

The New York Public Library has probably 10,000 volumes relating to formal statistics, with a large collection of allied material in the shape of Government reports and similar documents. A list of periodicals in the library relating to statistics was printed in its *Bulletin*, 4:93-101, for March, 1900. It has the publications of 207 national and State statistical bureaus and 101 municipal bureaus.

- The library of the United States Department of Agriculture, Washington, D. C., has an extensive collection of works on agricultural and general statistics, including the official statistical reports of all prominent European countries, as well as official publications of the various States, dealing with population, economic resources, health, etc., to the number of about 10,000 books and pamphlets.
- The Newberry Library, Chicago, Ill., has 2,737 volumes and pamphlets on statistics.
- Boston Public Library in its statistical library collection numbers 16,211 volumes. The works are distributed as follows: Political economy, 9,448; sociology, 3,225; vital statistics, 458. The nucleus of the whole collection, numbering about 5,000 volumes, was deposited by the American Statistical Association.
- University of Chicago acquired the Richard Boeckh Library, of Berlin, embracing between four and five thousand books and unbound pamphlets. The importance of the library lies in the fugitive statistical material which Dr. Boeckh's long life and wide scientific acquaintance helped him to accumulate.

ECONOMIC THEORY AND HISTORY.

- The New York Public Library has about 8,000 volumes on economic theory and history. In the Simon Sterne, the Ford, and other collections the library has received important contributions of sources for the study of these subjects. It has a notable collection of editions of Smith's "Wealth of Nations." In the Tilden Library came a collection of about 225 pamphlets on English banking and currency, mainly in the 17th, 18th, and 19th centuries. There is a list of its collections on the theory of value in its *Bulletin* 6: 171-73; on prices, 6: 115-59; on wages, 6: 174-90.
- Harvard University Library, Cambridge, Mass., has 19,500 volumes relating to economics, including 3,750 volumes of periodicals and 500 volumes of economic tracts prior to 1776.
- Johns Hopkins University, Baltimore, Md., has a collection of economic classics numbering in 1908 about 2,000 volumes which it is hoped may be made complete.
- The Carnegie Library of the Pennsylvania State College contains, in the George W. Atherton Memorial Alcove, the private library of the late President Atherton on economics, to the number of 3,000 volumes and pamphlets.
- Massachusetts Institute of Technology, Boston, has the economic library of the late Francis E. Walker, and also a good working library in statistics.
- Smithsonian Institution, Washington, D. C., has a collection of original material for the history of prices. See *Some account of a collection of several thousand bills, accounts, and inventories, illustrating the history of prices between the years 1650 and 1750, presented to the Smithsonian Institution by James O. Halliwell. Bristol Hill, printer. 1852. 120 p.*
- The Library of Congress, Washington, D. C., published in 1910 a list of its books on the cost of living. The list is 107 pages long.
- The State Historical Society of Wisconsin, Madison, acquired in 1903 the library of the late Henry D. Lloyd, which is especially strong in the literature of cooperation, trusts, and state socialism, with special reference to New Zealand.
- The John Crerar Library, Chicago, Ill., acquired in 1902 the private library of Prof. R. T. Ely, of the University of Wisconsin. It comprises some 4,000

volumes and 4,000 pamphlets, covering the whole of political economy, but is especially strong in works dealing with the American labor and social movements.

LABOR, TRADES UNIONS, TRUSTS.

The United States Bureau of Labor, Washington, D. C., contains: (a) Complete sets of reports of the bureaus of labor statistics of the States of the United States. (b) Practically complete sets of reports of the offices collecting labor statistics in foreign countries. (c) Good sets of the official journals of those bureaus of labor statistics in the United States and foreign countries which issue such journals. (d) Complete sets with one or two exceptions of the reports on factory inspection of the States of the United States. (e) Complete sets of factory inspection reports of Great Britain, the Netherlands, Switzerland, France, and Germany (the last from 1903 on). (f) Copies of the principal Government reports, inquiries, etc., that have appeared in the United States and foreign countries. The labor documents listed above aggregate about 9,000 volumes.

The New York Public Library has probably 5,000 volumes relating to land, the economics of agriculture, and to labor. Its collections on labor number about 3,000 volumes. Its resources on the subject of wages are described in its *Bulletin*, 6: 174-190.

Columbia University, New York, has 4,290 volumes on labor, including 730 volumes of labor newspapers.

The Newberry Library, Chicago, has 2,037 volumes and pamphlets on labor and land; labor including slavery.

For a union catalogue of the trade-union material in Johns Hopkins University, the United States Department of Labor, the John Crerar Library, and the Library of Congress, see *Trial Bibliography of American Trade Union Publications*, prepared by the economics seminar of the Johns Hopkins University. Ed. by G. E. Barnett. Ed. 2. The Johns Hopkins Press, Baltimore, 1907. Johns Hopkins University has a collection of the official publications of American trades unions, containing 1,000 bound volumes, representing perhaps 2,000 items, including constitutions, reports of conventions, official journals, and other documents, such as scales of prices, etc., of the various national unions. This does not include the publications of purely local bodies. This is probably the strongest collection of its kind in the United States.

The Library of Congress, Washington, D. C., has published lists of its books on the following subjects: Labor and strikes, 1903, 65 p.; on Child labor, 1906, 66 p.; on Industrial arbitration, 1903, 15 p.; on the Eight-hour day, 1908, 24 p.; on Workingmen's Insurance, 1908, 28 p.; on Employer's liability, 1906, 25 p.; on Trusts, 1907, 93 p.; on the Federal control of trusts, 1904, 22 p.; 1907, 16 p.

Harvard University library, Cambridge, Mass., has a collection of 342 volumes of labor journals.

The Worcester (Mass.) Public Library contains a collection of 100 pamphlets on laboring classes in England, collected by George F. Hoar.

The American Bureau of Industrial Research, quartered in the building of the State Historical Society of Wisconsin, Madison, searches for labor material and presents its acquisitions either to the Historical Society or to the university, according to the nature of the material. During 1908 it acquired in this way the library of Herman Schlueter and that of the late Henry D. Lloyd.

TRANSPORTATION AND COMMUNICATION.

RAILROADS, WATERWAYS, ETC.

See *Bureau of Railway Economics Library, Washington, D. C., Railroad Economics; a collective catalogue of works in 14 American libraries. Chicago, University of Chicago Press. 1912.*

The Interstate Commerce Commission, Washington, D. C., maintains a very complete library of publications relating to transportation, domestic and foreign, consisting of about 15,000 bound volumes and 12,000 pamphlets. The features of the collection are: Government publications; State railroad commission reports; reports of railroad directors to stockholders; railroad brotherhoods and clubs; railroad periodicals; general and special treatises on transportation; State manuals; State treasurers' reports; State auditors' reports; State tax assessors' reports; boards of trade and chambers of commerce; Federal laws and decisions; legal treatises; State laws and decisions; and congressional bills, resolutions, and reports relating to interstate commerce. These are in bound and indexed files from 1886 to date.

The Library of Congress, Washington, D. C., has published lists of its books on Railroads, 1907, 131 p.; on Railroads in foreign countries, 1905, 72 p.; on the Valuation and capitalization of railroads, 1909, 28 p.; on Government ownership of railroads, 1903, 14 p.; on Deep waterways, 1908, 59 p.; and on Mercantile marine subsidies, 1906, 140 p.

Leland Stanford Junior University, California, in 1892 received as a gift from Mr. Timothy Hopkins his railway library of 2,000 books and pamphlets. From funds contributed largely by Mr. Hopkins the library has increased to 10,000 books and pamphlets; it is especially rich in the early history of English and American railroads and in railroad reports. It includes all English parliamentary reports on railroads and reports of railroad commissions of all States in the United States.

University of Wisconsin, Madison, has the J. J. Hill collection on railroads, numbering 9,000 volumes.

The New York Public Library has about 5,000 volumes on railroads. The collection is strong in the earlier works on the subject and in files of annual reports of railroads. A list of the material in the New York Public Library on railroad rates and Government control of railroads was printed in its *Bulletin*, 10: 184-209.

Kansas State Historical Society, Topeka, has a collection on Kansas railroad tariffs, containing 4,000 pamphlets.

Purdue University, La Fayette, Ind., received from the Western Railway Club of Chicago 59 folio scrapbooks and 15 volumes of pamphlets relating to railway engineering, collected by David L. Barnes, formerly editor of the *Railroad Gazette*, showing by means of drawings, blue prints, photographs, etc., the development of locomotive and car designing between 1880 and 1890.

Western Reserve Historical Society, Cleveland, Ohio, has some valuable material on Ohio railroads and canals.

CANALS.

Harvard University, Cambridge, Mass., contains 156 volumes on the Panama Canal and other proposed Central American canals. The bulk of this collection was presented to the library in 1906 by the Hon. W. Cameron Forbes, governor general of the Philippine Islands.

TELEGRAPH.

Cornell University, Ithaca, N. Y., has considerable material on the early history of the telegraph, including two special collections: (1) A collection of books on electromagnetism and the early history of the telegraph, formerly the property of Samuel F. B. Morse, presented in 1873 by Ezra Cornell; (2) an interesting collection of manuscripts and printed documents on the early history of telegraphic communication, purchased in 1902-3 from John Horn, of Montreal.

PHILATELY.

The Pittsburgh Carnegie Library philatelic collection consists of 342 books, pamphlets, and periodicals donated in trust in 1890 by the American Philatelic Society. All members of the society are permitted to draw books from it for home use. See *Books in the Library of the American Philatelic Society*. 1910. 20 p.

The Boston Public Library has a small collection, numbering 219 titles, of books on philately. See *Boston Philatelic Society Catalogue of Books on Philately in the Public Library of the City of Boston*. Derby, Conn. 1903. 31 p.

COMMERCE.

The Philadelphia Museum Library has a collection of about 20,000 volumes and 45,000 pamphlets on purely commercial subjects, including all statistical publications pertaining to imports and exports published by any nation; a large collection of books on the history of commerce; consular reports of the leading nations; reports of the chambers of commerce of most of the principal cities of the world; official tariffs of all nations; books of travel, atlases, maps, etc., likely to give information as to conditions affecting trade, industries, etc.; books treating of raw products, their preparation and manufacture; directories, both trade and general, of all cities of over 150,000 population in the United States and of all large cities of the world (these directories number 500 volumes, of which three-fourths are foreign); trade papers and magazines, including geographical journals, about 750 of which are taken regularly; and a collection of about 6,000 trade catalogues. Of commercial statistics, tariffs, consular reports, and directories, the museum's library is said to have the best collections outside the Library of Congress.

The Library of Congress, Washington, D. C., has published lists of its books on the Tariff, 1906, 60 p.; on the Tariffs of foreign countries, 1906, 42 p.; on Reciprocity, 1910, 187 p.; and on Reciprocity with Canada, 1907, 14 p.

The New York Public Library has 700 volumes relating to the tariff question. Its collections on the corn laws are described in its *Bulletin*, 6:191-200.

The Newberry Library, Chicago, has 2,754 volumes and pamphlets on commerce, including the tariff.

Essex Institute, Salem, Mass., has a commercial marine collection, numbering about 1,500 volumes, relating to navigation, seamanship, shipbuilding, etc. It contains numerous illustrated books on shipbuilding, as well as shipping lists and files of periodicals. Associated with it is a collection of about 1,200 log books and sea journals of Salem vessels, and some 1,500 sea charts.

PRIVATE FINANCE.

MONEY AND BANKING.

The Library of Congress, Washington, D. C., has a collection of over 14,000 volumes on private finance, money, and banking. It has published lists of its books on Currency and banking, 1903, 93 p.; on Banks and banking, 1904, 55 p.; on the First and second banks of the United States, 1908, 47 p.; on Postal savings banks, 1908, 23 p.; and on Government regulation of insurance, 1908, 67 p.

The New York Public Library has 1,000 volumes relating to money. See its *Bulletin*, 9:344-87, 12:192-206, 239-82, 295-331, 346-99, March to June, 1908. Periodicals in the library relating to finance and banking were listed in its *Bulletin* for April, 1900; foreign official publications on finance in its *Bulletin* for December, 1901; American financial documents, August, 1902; bimetalism, gold, and silver standards, etc., September, 1905. On the subject of banking it has 1,500 volumes. See its *Bulletin*, 12:2207-28, 239-82, 295-331, 346-99.

Dartmouth College, Hanover, N. H., has a remarkable library on commerce, finance, money, banking, and insurance, containing 8,000 volumes and about 12,000 unbound reports of foreign Governments.

Columbia University has 2,645 volumes relating to money.

The Newberry Library, Chicago, has 1,474 volumes and pamphlets on private finance.

INSURANCE.

The Insurance Library Association, Boston, has a collection of 5,619 volumes on insurance, principally fire insurance, but including a large amount of material on marine insurance, considerable on life insurance, and smaller collections on other branches of the subject. This is probably the largest collection of fire insurance literature in the United States. It is very full for modern publications, periodicals, State and association reports, etc., but not complete for the early literature of the subject. It includes all law books relating to fire insurance, complete files of the insurance journals of the day, sets of State reports for all the New England States and for New York, maps of every village and city in New England, and State cyclopedias and special field books of all sorts. See *Catalogue of the Library of the Insurance Library Association of Boston, to which is added a sketch of the history and works of the association . . . compiled and arranged by H. E. Hess . . . Boston. 1899. XIV, 267 p.*

The Equitable Insurance Co.'s Library, New York, lost about half of its collections in the fire of 1911 (*Library Journal*, 37:155).

The New York Public Library has 2,000 volumes on insurance.

PUBLIC FINANCE.

The Library of Congress, Washington, D. C., possesses over 11,600 volumes on public finance. It has published lists of its books on the Budget, 1904, 10 p.; on the Income tax, 1907, 86 p.

The New York Public Library collections on public finance in the United States are described in its *Bulletin*, 6:287-327; its collections of foreign financial documents in its *Bulletin*, 5:457-86.

Columbia University, New York, has 5,520 volumes on taxation.

The Newberry Library, Chicago, has 1,534 volumes and pamphlets on public finance.

SOCIOLOGY.

FAMILY, MARRIAGE, WOMAN.

The John Crerar Library, Chicago, has in its Gerritsen Collection, acquired in 1904, a special collection of nearly 6,000 volumes and pamphlets on the social, political, and legal status of woman. For a catalogue of the collection see *La femme et la féminisme, Paris, 1901. 240. 104 p.*

A list of works in the New York Public Library on the subject of woman was printed in its *Bulletin*, 9: 528-584; on the subject of marriage and divorce in its *Bulletin*, 9: 466-513.

The Boston Public Library contains the gift of Col. Thomas Wentworth Higginson, consisting of 2,855 volumes of books by and about women. See *Catalogue of the Galatea collection of books relating to the history of woman in the public library of the city of Boston. Published by the trustees, 1898. 34 p.*

The University of Chicago received, in 1904, from Prof. George Elliot Howard the gift of his collection of 1,700 volumes on matrimonial institutions, gathered during the preparation of his work on that subject. This is believed to be the largest collection extant dealing with marriage, divorce, and the family.

SECRET SOCIETIES.

FREE MASONS.

The Masonic Library of Cedar Rapids, Iowa, has the most important collection in the United States on Freemasonry and related topics. It numbered in 1898 about 15,000 volumes, of which about 5,000 volumes were in foreign languages. It is especially rich in early and rare publications, is very complete in sets of American proceedings, and is strong in reports and proceedings of various foreign bodies. It includes sermons, addresses, etc., on Freemasonry, practically all the standard works on Freemasonry, and much material on its rituals, ceremonies, laws, regulations, etc. The collection of old rituals numbered in 1898 over 200 volumes, and the periodicals in English, French, German, Italian, Spanish, Danish, Norwegian, and other languages, about 2,500 volumes. It includes the Bower Collection, formed by Robert Farmer Bower, of Keokuk, which contained many rare items purchased at the Spencer Masonic sale in 1875. The semi-Masonic department includes reports and proceedings of organizations such as, *e. g.*, Odd Fellows, Knights of Pythias, etc., in all over 1,000 national organizations; much material on the early secret societies of France and the Middle Ages, secret societies of the Revolution, of the Army and Navy, clubs and club life; also works relating to the history of the Nestorians, Dervishes, Thugs, Druids, Assassins, Rosicrucians, Order of the Cincinnati, and English and other guilds. In the more general departments are many works on art, archæology, Egypt, the Bible and oriental lands, the Crusades, Templarism, Chivalry, sacred books of the East, etc., especially many old books pertaining to forms and ceremonies of different ages of the world.

The Massachusetts Grand Lodge, A. F. and A. M., Boston, has a collection especially rich in rare and valuable Masonic manuscript and scrapbooks.

The Oriental Consistory of the Valley of Chicago, Chicago, has a Masonic library of 6,000 volumes rich in ritualistic material and in work on Egyptology and the pyramids.

CHARITIES.

The Public Sociological Library of the New York School of Philanthropy, New York, is a library of applied sociology specially strong on such subjects as social and industrial betterment; church and school socialization; social training for philanthropic work, administration of charity, charitable institutions, care of defectives, corrections, probation; cultural club work, social settlements, public health, campaigns against contagious diseases, physical welfare of school children, agricultural education, and improved housing. It numbers 6,000 volumes and 5,000 pamphlets.

The Library of Congress, Washington, D. C., has published a list of its books on Old age and civil-service pensions, 1906, 18 p.

CRIMINOLOGY.

In memory of Richard L. Dugdale the New York Public Library received a fund for the purchase of books on criminology. It printed in its *Bulletin* 10:279-289 a list of works on the subject of beggars, mendicants, tramps, vagrants, etc., and in its *Bulletin* 15:259-317, 350-446, a list of works on criminology.

TEMPERANCE.

The National Temperance Society and Publication House, New York, acquired in 1898 the temperance library of Hon. James Black, of Pennsylvania. The library contains nearly 3,000 bound volumes and 2,000 pamphlets on all phases of temperance reform.

The Congregational Library, Boston, has 100 volumes and 800 pamphlets relating to temperance. A large part of these pamphlets were presented in 1898 by Dr. Daniel Dorchester, author of "The Liquor Problem in All Ages."

SOCIALISM.

University of Wisconsin, Madison, and the State Historical Society have together acquired the private library of Herman Schlueter, editor of the New York Volkszeitung. This library is thought by many to be the most nearly complete collection of German socialism in existence, containing many works not found even in the archives of the German Social Democracy in Berlin. It includes much early rare material on the history of the movement in Germany in the forties of the 19th century; it contains not only most of the pamphlets printed in the sixties and seventies previous to the exclusion law of 1878, but also many leaflets and pamphlets secretly circulated after this law; and it has almost complete proceedings of all the socialist congresses of the German, Austrian, and Swiss Socialist parties, so far as these have been published in separate form.

There are also sets of the principal organs of the German central democracy and those of the Socialist Party which are printed in foreign countries and secretly circulated in Germany; various files of the Socialist labor papers published later in Berlin; a remarkably full series of political reviews and monthlies published by socialists in the German language. For all types of material noted above the collection is practically complete. It includes also about 100 extremely rare works of the first period of German sociopolitical lyric poetry, which developed out of the struggles of the forties. This is believed to be the most nearly complete assemblage of German sociopolitical lyrics in existence. The collection also contains

much that is valuable for the history of the Socialist and labor movements in the United States; almost all sources for the history of the German labor movement in America; nearly all the newspapers published by German-American laborers, 1846-1875; all kinds of leaflets, convention proceedings, pamphlets, and similar official documents on the American labor movement, and on the spread of socialistic ideas in the United States. It contains also a large amount of rare printed and written documents concerning the history of the International Workmen's Association, some never before made public. Undoubtedly this is the most nearly complete collection of sociopolitical and labor literature in the United States. See *State Historical Society of Wisconsin, Proceedings, Madison, 1908, p. 33-34.*

The New York Public Library periodicals relating to socialism, communism, and anarchism were included in a list of works relating to socialism printed in its *Bulletin for April, 1900*. The library contains the collection of the late F. A. Sorge, relating to social movements, mainly in Germany and France during the second half of the 19th century, amounting in number to some 2,000 volumes. Included in the collection are some 250 manuscript letters to and from Sorge, Marx, Engels, and others, between 1867 and 1895. Columbia University, New York, 2,046 volumes on socialism and 334 volumes on anarchism.

Harvard University, Cambridge, Mass., has a collection of publications of the Socialist Revolutionary Party in Russia numbering 162 volumes and pamphlets, and a collection of books on Nihilism of 100 volumes.

POLITICAL SCIENCE.

The New York Public Library has about 10,000 volumes on political science, exclusive of public documents.

The Carnegie Stout Library, Dubuque, Iowa, possesses the library of Senator W. B. Allison, containing about 2,200 volumes of general literature and 1,600 specially bound volumes of United States public documents.

CONSTITUTIONS.

The Library of Congress, Washington, D. C., has published the following lists of its collections: On the Constitution of the United States, 1903, 14 p.; on the Fourteenth amendment, 1906, 18 p.; on Proportional representation, 1904, 30 p.; on Popular election of Senators, 1904, 39 p.; on the Supreme Court, 1909, 124 p.; on Impeachment, 1905, 16 p.; on Corrupt practices in elections, 1908, 12 p.; on Primary elections, 1905, 25 p.; on Consular service, 1905, 27 p.

Columbia University, New York, has a collection on constitutional law, numbering 2,394 volumes, and on administrative law, of 1,000 volumes, including 239 volumes on suffrage.

The New York Public Library printed a list of its material on constitutions and political rights in its *Bulletin*, 8: 22-36, 52-88, 103-138, 155-198. *January-April, 1904.*

Harvard University library, Cambridge, Mass., has a collection of 298 volumes on constitutional conventions.

See Virginia State Library, Richmond, *Bibliography of constitutions and conventions of Virginia, compiled by E. G. Suem, in its Bulletin*, 3: 353-441, *October, 1911.*

MUNICIPAL GOVERNMENT.

The New York Public Library has 40,000 volumes of municipal reports, from over 1,700 cities, divided as follows: American, 976; European, 663; Great Britain, 283; German, 112; French, 51.

Grand Rapids (Mich.) Public Library has a collection of municipal charters, reports, ordinances, etc., of some 80 American cities, 650 volumes in number.

The Library of Congress, Washington, D. C., has published a list of its books on municipal affairs; 1906, 34 p.

COLONIES—IMMIGRATION.

The Library of Congress, Washington, D. C., has published lists of its collections on Colonies and colonization, 1900, 156 p.; on Immigration, 1907, 157 p.; on Chinese immigration, 1904, 31 p.

INTERNATIONAL RELATIONS.

The Library of Congress, Washington, D. C., has lists of its books on International arbitration, 1908, 151 p.; on Recognition in international law, 1904, 18 p.

Harvard University, Cambridge, Mass., acquired in 1911 the library of international law collected by the Marques de Ollivart and described in his *Bibliographie du droit international*. Paris. 1905-1910, 3 v. in 2.

Columbia University, New York, has a collection of 3,849 volumes including a Grotius Collection of 214 volumes. See *Catalogue of the works of Grotius and of books relating to him*. 1890.

Northwestern University Law School, Chicago, has a collection of 3,000 volumes. Brown University, Providence, R. I., has the Wheaton Collection presented by W. V. Kellen, 1,500 volumes in number.

LAW.

Harvard University Law Library, Cambridge, Mass., has 128,051 volumes and 14,256 pamphlets. Its *Catalogue* (1909, 2 vols.) describes only the books on the American and English common law; trials (2:987-1233); and peerage claims (2:1234-46). The features of the library are: (1) Completeness of the collections of American, English, Irish, and Scotch reports. (2) An unusually full collection of English Colonial reports and statutes. (3) American statute law, almost complete since 1800 and very rich in the rare and costly revisions and session laws of an earlier period. (4) A collection of local and private acts of Great Britain complete from 1820 to 1906. (5) A collection of trials, civil and criminal, remarkable in extent. It includes a complete set of the Old Bailey session papers continued by the Central Court Papers, covering the period from 1729 to date. (6) A very full collection of legal periodicals. (7) A large collection of civil and foreign law. (8) A collection of peerage cases, purchased in 1892. At that time there was but one collection superior to it in England. (9) The early yearbooks, as issued year by year, by famous printers; these are unsurpassed by any known collection. (10) The quality and number of editions of the standard and famous legal treatises. *Harvard Graduates Mag.* 16:238-9, December, 1907. Of the law on commercial paper, the university library collections number 600 volumes. The Massachusetts State Library, Boston, has an important collection of the laws of foreign countries. See its *Catalogue of the law of foreign countries*. Boston. 1911. 311 p.

Yale University, New Haven, Conn., has the Cole Collection of statutory law, comprising 4,200 volumes; one of the most complete collections ever made of the session laws of the various States and Territories of the United States. It also has the Wheeler Collection of Roman law, numbering 3,100 volumes. It has also a complete set of editions of Blackstone.

The Historical Society of Pennsylvania, Philadelphia, has the Charlemagne Tower Collection of American colonial laws. See *The Charlemagne Tower Collection of American Colonial Laws. Philadelphia. 1890. 298 p.*

Columbia University, New York, has a collection on Roman law numbering 890 volumes. The university has also, in its law library, all that now remains of the law libraries of John Jay and Chancellor James Kent.

Northwestern University Law School, Chicago, has a collection of modern continental law, said to be more comprehensive in scope than any other collection in the United States. Its collection of Roman and civil law numbers 2,500 volumes; its Latin-American law 1,500 volumes; its primitive, ancient, medical, and oriental law 3,000 volumes; its criminal law and criminology 2,000 volumes. It has the most extensive collection in the country of legal bibliography, 500 volumes in number.

EDUCATION.

Columbia University, Teachers College, New York, has an educational collection numbering 62,894 volumes. See *Books on Education in the Libraries of Columbia University, 1901. 435 p.* It includes:

	Number of titles.		Number of titles.
National and State Documents of—		Periodicals.....	2,110
United States.....	2,975	Societies.....	2,540
Great Britain.....	690	Secondary Education.....	5,572
France.....	828	Higher Education.....	22,027
Total.....	3,196	Women.....	275
City Documents of—		Industrial Schools.....	1,474
United States.....	6,130	Normal Schools.....	2,784
Great Britain.....	245	Public Schools of United States.....	9,538
Total.....	6,375	School Hygiene and Physical Education.....	1,284

The Harvard University, Cambridge, Mass., educational collections number 14,065 volumes, besides many thousand pamphlets.

The United States Bureau of Education, Washington, D. C., has a collection of publications of American educational and teachers' associations, conferences, etc., of 600 volumes, and a collection of educational periodicals numbering 7,500 volumes.

The Providence (R. I.) Public Library has an educational collection of about 4,000 volumes, comprising the Barnard Club Library of 827 volumes, the "antiquated textbook" collection, and a "current textbook" collection.

The Pittsburgh Carnegie Free Library has 800 volumes on education.

The Indiana State Library, Indianapolis, contains 2,855 volumes upon the history, theory, and practice of education, including 641 volumes of periodicals and 730 volumes of school reports.

HIGHER EDUCATION.

Columbia University, Teachers' College, New York, has 22,027 volumes and pamphlets relating to higher education, including United States, 17,780, of which 1,205 are college magazines, and Germany, 1,743.

- The New York Public Library has a collection of documents relating to the higher education of women, mainly in connection with the University of Oxford. See its *Bulletin*, 1:137-138, May, 1897.
- The Boston Public Library collection on the education of women are described in its list entitled *Higher education of women. 1897. Supplement. 1905.*
- The United State Bureau of Education, Washington, D. C., has a collection of bound volumes of catalogues, reports, etc., of American colleges and universities, representing many institutions of all sizes and varieties and containing many early and scarce issues. This collection is complete for recent years and is constantly enlarged by current accessions. It now numbers 4,000 volumes.
- The American Antiquarian Society, Worcester, Mass., has a very large collection of catalogues and reports of American colleges.
- Purdue University Library, Lafayette, Ind., has a collection of college and university catalogues and reports, properly arranged and listed, numbering about 5,000 pieces.
- The Presbyterian Historical Society, Philadelphia, has a collection of reports, histories, catalogues, etc., of Presbyterian colleges.
- The State Historical Society of Missouri, Columbia, has a collection of catalogues, reports, histories, etc., of schools and colleges in Missouri to the number of about 2,000 publications, including more or less complete sets of 171 different college and school periodicals.
- Western Reserve Historical Society, Cleveland, Ohio, has a large collection of the publications of Ohio colleges and seminaries.

INDIVIDUAL INSTITUTIONS.

- The Harvard University (Cambridge, Mass.) collection of Harvardiana includes official publications and publications of officers, students, and alumni. It numbers 5,380 volumes. The Harvard Club of New York City has a collection of 5,000 volumes.
- The Columbia University, New York, collection of Columbiana includes official publications and publications of officers and students. It numbers 3,535 volumes.
- University of Pennsylvania, Philadelphia, has a practically complete file of all publications issued by students.
- University of Michigan, Ann Arbor, is making a collection of works, including reprints of articles of the alumni and members of the faculties. The collection now includes 700 volumes.
- Princeton University, New Jersey, has a collection of 5,345 volumes of Princetoniana, including the large collection presented by Prof. William Libbey and generously supported by C. W. McAlpin and others. It also has the Pyne-Henry collection of manuscripts, consisting of 1,469 autograph documents relating to the early history of Princeton, presented by M. Taylor Pyne, Hon. Bayard Henry, and others.
- The Berkshire Athenæum, Pittsfield, Mass., has pamphlets concerning Williams College consisting of 88 addresses, 114 reports, 51 yearly catalogues, 17 triennial catalogues, 53 miscellaneous papers and baccalaureate sermons from 1799 to 1878.
- United States Naval Academy library, Annapolis, Md., contains about 300 books and pamphlets pertaining to the United States Naval Academy.
- West Point Military Academy, New York, has a complete collection of about 699 volumes relating to the academy.

SECONDARY EDUCATION, ETC.

Columbia University, Teachers College, New York, has a collection of 5,572 volumes on secondary education.

Cornell University, Ithaca, N. Y., acquired in 1902 the collection of about 5,400 German school programs made by Privy Councilor Ludwig Wiese, covering the period from 1784 to 1899.

The St. Louis Public Library has a collection of 396 volumes relating to the kindergarten.

SPECIAL EDUCATION.

The Perkins Institution and Massachusetts School for the Blind, South Boston, has a library of books relating to the blind, consisting of 3,700 volumes and pamphlets in 23 different languages. The collection includes books on the education of the blind and on all subjects connected with blindness, as well as biographies of the blind and books by blind authors. See *Perkins Institution and Massachusetts School for the Blind. Special reference library of books relating to the blind, compiled under the direction of Michael Anagnos. Boston. 1907. Part 1. Books in English.*

The library of the Volta Bureau for the Increase and Diffusion of Knowledge Relating to the Deaf, Washington, D. C., has the largest collection of works in the world on deafness and the deaf, their education and life problems. The literature of all classes of the deaf, the semideaf, the semimutes, the hard of hearing, the deaf-mutes, and the blind deaf is included. The library is especially strong in periodicals and rare books and pamphlets. The bureau is unique in its genealogical and eugenical material dealing with the deaf and the inheritance of deafness. Included in this material are: (1) A card catalogue of more than 50,000 deaf children admitted into special schools for the deaf in the United States during the 19th century (1817-1900), with full details concerning them taken from the private records of the schools. (2) Voluminous manuscripts containing authentic information concerning 4,471 marriages of persons deaf from childhood (deaf and dumb), supplied by the families themselves, with details concerning the parents and other ancestors, and the brothers and sisters and children of the partners in marriage. (3) The special schedules of the deaf used by the Census Office in 1900, containing detailed information concerning 89,287 persons returned as deaf or deaf and dumb in the Twelfth Census. (4) Corresponding schedules of the blind. Mention should also be made of the bureau's large collections on phonetics, especially in the relation of the science to the Bell symbols (or visible speech); to books by deaf writers, biographies of well-known deaf persons, and to a great mass of Helen Kellerana.

SCHOOLS IN THE UNITED STATES.

The United States Bureau of Education, Washington, D. C., has practically complete files of American State, city, and town school reports. This is probably the most nearly complete collection of the sort in this country. It numbers 6,200 volumes.

Columbia University, Teachers College, New York, has 9,538 volumes relating to education in the United States, including documents as well as other publications descriptive of educational conditions, elementary and secondary.

The New York Public Library check lists relating to the schools and to the educational history of the city of New York are found in its *Bulletin*, 5:233-260, June, 1901. Those relating to the schools of Brooklyn are in its *Bulletin*, 6:55-59, February, 1902.

TEXTBOOKS.

The Columbia University, Teachers College, New York, collection of textbooks numbers 7,501, divided as follows: Elementary textbooks—American 1,715, French 589, German 170. Secondary textbooks—American 1,800, French 229, German 116.

The American Antiquarian Society, Worcester, Mass., has a collection of early American textbooks, numbering about 7,000 volumes.

Wadsworth Athenæum, Hartford, Conn., has the collection of textbooks made by Dr. Henry Barnard. This collection, which numbers 4,500 volumes, including 40 editions of the New England Primer, is said to be the best collection of American textbooks published before 1850.

Harvard University, Cambridge, Mass., has a textbook collection representing recent publications, 5,000 in number.

The United States Bureau of Education, Washington, D. C., has a collection of textbooks, American and foreign, largely early, which contains numerous scarce publications of interest and value for textbook history. The collection now numbers 10,000 volumes. The bureau contains also a number of Confederate textbooks.

University of Michigan, Ann Arbor, has a collection of schoolbooks, arranged by subjects and chronologically, to illustrate the methods of teaching at different periods. The collection numbers about 1,700 volumes.

The Library of Congress, Washington, D. C., has a complete collection of American textbooks published since 1870. These were acquired through the operation of the copyright law.

MUSIC.

The Library of Congress, Washington, D. C., owns a collection of sheet music and scores and works on music which in 1909 comprised 532,789 pieces. The collection of books on music printed before 1800 includes more than one-third of those known. The collection of full scores of operas is undoubtedly the largest in America. The collections of librettos of Albert Schatz, of Rostock, purchased 1908, numbers 12,000 titles, and with those previously in the library it makes one of the most nearly complete collections known. See *Sonneck, O. G. T., The Music Division of the Library of Congress, in Music Teachers National Association, Proceedings, 1908, p. 260-287*. See also *Library of Congress: Catalogue of Dramatic Music. 1908. Orchestral music, scores. 1912. 663 p.*

In European music of the 18th century the Library of Congress is probably stronger than any other American library, and its collections of modern foreign music are sufficiently complete for all practical purposes. The collection of American music received since the copyright act of 1870 is very full and the library is strong also in the music of the Civil War, both northern and southern, and is specializing also in national songs and their literature. The collection of American sacred music before 1819 is inferior to the main collection in the Newberry Library, Chicago, and probably not superior to the collections at Yale University, New Haven, Conn., and the American Antiquarian Society, Worcester, Mass.

The New York Public Library's music collection, in the Astor Library, consists of a well-chosen selection of important works on the subject. This, added to the Drexel Collection, which had been presented by Joseph W. Drexel, gives the library about 12,000 volumes on the subject of music. The weakest part of the collection in 1909 consisted of modern works, scores, etc., printed after about 1850. The strength of the collections lies in the older works. In mediæval works and manuscripts it is probably the richest collection in the United States. The Drexel Collection included the collections of H. F. Albrecht and Dr. R. La Roche. The collections of folk songs, folk music, and ballads, both text and scores, amount to some 1,200 volumes. A list of works on the history of music was printed in the library's *Bulletin*, 12: 32-67. A list of folk songs, folk music, ballads, etc., in its *Bulletin* 11: 187-226; a list of musical periodicals in its *Bulletin*, 3: 232-8.

Boston Public Library contains the gift of Allen A. Brown on music, comprising 11,212 volumes. The music collection of the library is one of the largest in the United States. It includes, in addition to the Brown Library, the De Kondeka Collection, presented by Mr. Bates in 1858, which numbered 400 volumes and included some 15th and 16th century publications. The Brown Collection contains symphonies by Hayden to the number of 87, and operatic scores of the 18th and 19th centuries, including 18 by Simon Mayr. A printed catalogue is now being published.

The Newberry Public Library, Chicago, has a music collection numbering 8,393 volumes, pamphlets, and printed and manuscript scores, divided as follows: Musical history and theory, 3,432 volumes and pamphlets; instrumental music, 1,357 volumes and scores, including the collection of Theodore Thomas, acquired in 1908; vocal music, 1,562 volumes; and sacred vocal music, 2,042 volumes, including the H. H. Main Collection, acquired in 1891. The most important single purchase was that of Count Pio Resse, of Florence, in 1889, which contains a unique copy of the original edition of Peri's *Euridice* (1600) and is especially rich in works on the theory and history of music by Italian authors. In 1890 an excellent collection of vocal music, gathered by the Beethoven Society of Chicago, was added, and in 1891 the library of Dr. Julius Fuchs was acquired. The Fuchs Library is rich in rare scores, with the addition of the individual parts for the orchestra, and in numerous important French and German works on the science of music. The H. H. Main Collection of English and American Psalmody, practically complete for the Psalmody before 1800 as well as since that date, was acquired in 1891, and the Otto Lob Collection, containing many masses, operas, songs, and instrumental and choral music, in 1892. In 1908 the library of Theodore Thomas, containing the books which he used, a set of his concert programs complete from the beginning of his career in 1855, and his printed and manuscript scores, numbering 215, was added. The library has representative collections in periodicals and publications of societies; scores of operas; oratorios; cantatas; symphonies and chamber music; psalmody and hymnology; histories, dictionaries, and lexicons of music; instrumentation; history of instruments; lives, letters, and collected works of the great composers; theme catalogues; and bibliographies. For a list of rarer works, see Carlton, Wm. C. *Some musical treasures of the Newberry Library*, in *Music Teachers National Association, Studies in musical education*. 4th series. p. 198-203.

Yale University, New Haven, Conn., possesses, independently of the Lowell / Mason Collection, some 3,735 volumes on music. The Mason Collection, a valuable library of church music belonging to the late Dr. Lowell Mason, was donated to Yale Divinity School in 1873. It contains 8,000 titles in

- 4,000 volumes, and includes the collection of Dr. C. H. Rinck, of Darmstadt, which had been bought by Dr. Mason in 1852. There are also many manuscripts. More than one-half of the Mason Library belongs to the department of sacred music, and is especially rich in hymnology, a division which includes 700 volumes. Roman Catholic and early French Protestant church music are also well represented, and there is much valuable material here for the history of music in America. The vocal secular music comprises some 1,200 works of every description, and there is also a valuable collection of educational and theoretical works, including some 16th and 17th century treatises. In general literature there are about 850 volumes, one-half being in the English language. The library possesses some 625 volumes of folk music, including 100 volumes of Slavic folk music.
- Harvard University, Cambridge, Mass., has a musical library of 6,550 volumes, together with several thousand sheets of musical scores.
- The Carnegie Library, of Pittsburgh, acquired in 1895 the library of Karl Merz, who had been the head of the musical department of several schools, and was for many years chief editor of "Brainard's Musical World." The collection consists of 1,300 books, pamphlets, and periodicals on music, many of them old and rare volumes. They are of interest particularly from the historical and antiquarian side. See *Catalogue of the Karl Merz Musical Library*, 1892. 26 p.
- Providence (R. I.) Public Library received in 1898, as a gift from Mrs. Robert Bonner the "Bonner Collection of Musical Scores," numbering about 500. Other musical scores in the library bring the total up to 1,918.

MUSICAL INSTRUMENTS.

- University of Michigan Library, Ann Arbor, received in 1899-1900 from Mr. Frederick Stearns and his son, Mr. F. H. Stearns, of Detroit, a collection of 375 volumes, devoted to the history of music and musical instruments. This was to accompany the collection of musical instruments, numbering 1,400, given by Frederick Stearns.
- The Boston Athenæum has a collection of 76 volumes on bells and bell ringing.

FINE ARTS.

- The New York Public Library has about 25,000 volumes on art. It is strong in the older works, in the "galleries," in biography of artists, applied and decorative art. The collection of prints amounts to 66,000 pieces. It also has about 25,000 volumes of principal interest in connection with the history and illustration of ancient and modern art in all its phases, as well as catalogues of the works of individual artists, biographies of artists, sets of "galleries," works on the subject of applied art, art designing, costume, lace, etc. A list of the periodicals in the library on art was printed in its *Bulletin*, 8: 224-31. See *Weitenkampf, Frank; The S. P. Avery Collection of prints and art books in the N. Y. Public Library Journal*, 29: 117-19, March, 1904.
- Johns Hopkins University, Baltimore, Md., contains 8,000 volumes on art and archæology, presented in 1890 by John W. McCoy, of Baltimore. The collection is especially rich in illustrated works of the great artists, plus a good quota of travel, etc.
- The City Library Association, Springfield, Mass., contains about 8,000 volumes relating to fine arts, including a large proportion of costly, illustrated works. Of these, 2,000 volumes are on music.

The Minneapolis Public Library has a collection of 6,000 volumes on fine arts, including many works of a monumental character, and complete files of the most important periodicals. The collection is particularly strong in architecture, painting, and decorative design.

The Free Library of Philadelphia has acquired from funds provided by the bequest of George S. Pepper a valuable and well-selected collection of books on fine arts. It comprises nearly 5,000 volumes, supplemented by 1,000 bound volumes of periodicals on architecture, decoration, and design.

The Library of the Metropolitan Museum of Art, New York, contains about 1,625 volumes on ancient art, including a large number on the arts of the Egyptians, Greeks, and Romans. There are also 1,500 sale catalogues of art collections, and 2,300 volumes on the history of art.

Princeton University, New Jersey, has the Marquand Art Library of 4,276 volumes relating to the history of art, presented in 1908 by Prof. Allen Marquand.

Mount Holyoke College, South Hadley, Mass., has a good collection relating to Italian art. The collection includes important writings in English, French, Italian, and German to the number of 400 volumes.

ARCHITECTURE.

Columbia University, New York, has the Avery architectural library, numbering 20,000 volumes. See *Catalogue of the Avery Architectural Library, 1895. 1,139 p.*

The Carnegie Library of Pittsburgh contains the Julius D. Bernd department of architecture and decoration, consisting of 2,000 volumes, including many expensive and important works. See *Catalogue of the J. D. Bernd Department of Architecture, 1898. 33 p.*

Cornell University, Ithaca, N. Y., received in 1870 from ex-President Andrew D. White a collection of over 1,200 volumes relating to architecture and kindred subjects. The collection has since been increased to over 1,500 volumes.

University of Illinois, Urbana, has over 2,000 volumes on architecture. The collection has been developed along the lines of general architecture, decoration and ornament, painting, and sculpture.

The Providence (R. I.) Public Library has 1,406 volumes on architecture, including the Edward I. Nickerson Architectural Collection of 790 volumes, presented by his daughter in 1903. Aside from this, the library has 616 volumes of architecture, making a total of 1,406.

LANDSCAPE ARCHITECTURE.

The Boston Public Library has the Codman Collection of books on landscape architecture, which numbers 822 volumes. See *Codman Collection of Books on Landscape Gardening, Boston Public Library, Monthly Bulletin, 3: 371-85, November, 1898.*

The New York Public Library collections on landscape architecture and parks are described in its *Bulletin 3: 506-17.*

Harvard University, Cambridge, Mass., has 460 volumes on landscape architecture.

SCULPTURE AND RELATED ARTS.

The Metropolitan Museum of Art, New York, contains about 750 volumes on the history of sculpture and the related arts.

DRAWING AND DESIGN.

The Springfield (Mass.) City Library contains about 375 volumes on drawing, and about 400 volumes on design, including portfolios of plates.

The Metropolitan Museum of Art, New York, has 150 volumes of caricatures.

PAINTING.

The Metropolitan Museum of Art, New York, contains about 2,500 volumes on the history of painting.

The Springfield (Mass.) City Library contains about 1,000 volumes on painting.

ENGRAVING.

The Division of Prints of the Library of Congress, Washington, D. C., contained, in 1909, 305,084 prints and photographs. Conspicuous collections are: (1) The Hubbard Collection of engravings, to which 2,700 pieces were given in 1898 (\$20,000 was left as an endowment in 1909). (2) The Garrett Collection of engravings consisting of 19,113 pieces loaned by the Garrett estate. (3) The Noyes Collection of Japanese prints, drawings, and books, totalling 1,243 items. (4) The Bradley Collection of engravings, numbering 1,980 items. (5) Twenty thousand American and foreign portraits, 46,000 photographs, the Brady Collection of Civil War photographs, collections of prints presented by the French, German, Italian, and Japanese Governments. See *Library of Congress, The Gardiner Greene Hubbard Collection of engravings. Washington, Government Printing Office, 1905.*

The Boston Public Library contains the collection of Cardinal Tosti, numbering 129 volumes on engraving, including 10,000 pieces. The collection was presented by Thomas G. Appleton in 1869.

The Metropolitan Museum of Art, New York, has a collection on engraving numbering 300 volumes.

The Typographic Library and Museum, Jersey City, N. J., has 300 volumes relating to the history and practice of engraving in relief, by hand and by processes, with examples of the art from the beginning.

The City Library Association of Springfield, Mass., contains about 200 volumes on engraving, including the Aston Collection of American wood engravings, numbering 300 proofs and 110 books, with an endowment of \$1,000, received in 1903.

PHOTOGRAPHY.

The Binghamton, N. Y., Public Library acquired in 1907 a photographic library from the Ansco Co., containing 400 volumes and pamphlets, relating to all branches of photography, including books in French, German, Italian, and Spanish.

The Springfield City Library contains over 200 volumes relating to photography.

DECORATION, ORNAMENT, AND MINOR ARTS.

The Library of the Metropolitan Museum of Art, New York, contains about 1,900 volumes on the industrial arts, divided as follows: Ceramics, 345 volumes; metal work, 425 volumes; furniture, textile arts, 225 volumes; costumes, 135 volumes.

The New York Public Library printed a list of works in the library on furniture and interior decoration in its *Bulletin*, 12:531-62; a list of its collections on ceramics and glass in its *Bulletin*, 12:577-614, and a list of its collections on lace in its *Bulletin*, 3:365-70.

The Providence (R. I.) Public Library has a collection of 510 works on decoration.

The City Library Association of Springfield, Mass., has a collection on decoration and design comprising about 600 volumes and portfolios, including many colored plates.

LANGUAGE AND LITERATURE.

The New York Public Library philological material amounts to over 5,000 volumes. It is especially strong in the languages of Africa and of the American Indians. A list of periodicals relating to language and philology was printed in its *Bulletin* 1:51-56, February, 1897; a list of works relating to Volapük, Esperanto, and other international languages, numbering about 500 titles, in its *Bulletin*, 12:644-57; a list of works relating to Oceanic languages, including over 600 titles in its *Bulletin*, 13:467-86; a list of works relating to the languages of Asia and particularly strong in Semitic, Malayan, and Indian groups in its *Bulletin*, 13:319-78, 391-432, 443-66.

Harvard University, Cambridge, Mass., has 16,875 volumes on linguistics, including 3,275 volumes of philological periodicals. This collection includes all the dictionaries and glossaries used by Joseph E. Worcester in the preparation of his dictionary that were not already in the library. The library has lately endeavored to complete the general collection by adding dictionaries and grammars of all the lesser-known languages. The division of American languages is supplemented by the collection at the Peabody Museum and that of Polynesian languages by the library of the Museum of Comparative Zoology, which has made a special collection on this subject. The university purchased in 1906-7 an interesting collection of material on anagrams gathered by the late Walter Begley, vicar of East Hyde, England, author of works on anagrams. This is a unique collection on this subject.

The University of Illinois, Urbana, has a collection of 300 volumes of dictionaries, representing most of the European and many non-European languages.

COMPARATIVE PHILOLOGY.

The Newberry Library, Chicago, acquired in 1901 the library of Prince Louis-Lucien Bonaparte, containing 18,212 volumes and pamphlets relating to the languages and dialects of Europe, written in every language or dialect of Europe. See *Attempt at a Catalogue of the Library of Prince Louis-Lucien Bonaparte*. By Victor Collins. London, H. Sotheran & Co. 1894. 64, 718 p.

Cornell University, Ithaca, N. Y., acquired in 1868 the collection of Prof. Franz Bopp, of the University of Berlin, consisting of about 2,500 volumes relating to the oriental languages and literatures and comparative philology, including also material on the African, Polynesian, and American tongues. This collection includes practically the whole literature of comparative philology up to 1867. The university has a very full collection of the literature of transcription presented by Willard Fiske.

University of Pennsylvania, Philadelphia, acquired in 1888 the library of the late Prof. F. A. Pott, of the University of Halle, Germany. The library contains 4,000 volumes, representing almost every language and dialect of any prominence. It is especially rich in the departments of Sanskrit and the Romance and Teutonic languages, particularly the German dialects, as well as the Greek and Latin tongues. It also includes a good collection of books on the alphabet and its history and a remarkably fine collection

on Gypsy dialects and proper names. In addition there is material on the dialects of the Fire-eaters, the early Hottentots, Kawi, and other African tribes, the Bushmen, American Indians, Chinese, and Japanese.

The American Board of Commissioners of Foreign Missions (Congregational), Boston, has 2,000 volumes, mostly dictionaries and textbooks, in languages of countries where mission work is conducted, namely, Turkey, Africa, India, China, Japan, and Micronesia.

The Library of Congress, Washington, D. C., acquired in 1909 the Wilberforce Eames Collection of African linguistics, numbering 500 volumes.

The Library of the War Department, Washington, D. C., is accumulating a collection of Esperanto literature.

JOURNALISM.

The Typographic Library and Museum, Jersey City, N. J., has a collection of newspapers that have signalized the passing of their semicentennials or centennials by special historical issues. It also has a small collection of American newspapers of all periods and a small collection, numbering 150 volumes, on journalism and journalists in all countries.

ORIENTAL LANGUAGES AND LITERATURE.

The New York Public Library collections on the oriental languages and literature are described in its *Bulletin*, 13:319-78, 391-432, 443-56; and its collections on oriental drama in its *Bulletin*, 10:251-56.

University of Pennsylvania, Philadelphia, acquired in 1905-6 a choice collection of works in Arabic and Persian dialects and of Hebrew books printed in the Orient, collected by an oriental traveler. The collection, which numbers 250 volumes, includes specimens of a large number of oriental presses.

SEMITIC LANGUAGES.

The New York Public Library Hebrew collections number 17,000 volumes and pamphlets. It includes grammars, dictionaries, etc., of the Hebrew language. See *Bulletin*, 13:360-78. Jewish periodicals are listed in *Bulletin*, 6:258-64, July, 1902, and January, 1903. A list of drama in Hebrew, etc., appears in its *Bulletin*, 11:18-51, January, 1907.

Chicago Theological Seminary acquired by bequest in 1904 the library of Prof. Samuel Ives Curtiss. The library contained 4,000 volumes on Old Testament and Semitic subjects, as well as much German material.

JUDEO-GERMAN (YIDDISH).

Harvard University Library, Cambridge, Mass., has a collection of Yiddish literature numbering 4,500 volumes and 1,600 pamphlets. These include a collection of Judeo-German books printed in America, numbering 125 volumes and 562 pamphlets, presented by Morris and James Loeb, and Judeo-German books printed in Europe, to the number of 325 volumes and 1,100 pamphlets, presented by Leo Wiener.

ARABIC.

The New York Public Library collection of Arabic poetry is described in its *Bulletin*, 12:7-31; and its collection of Arabic drama in its *Bulletin*, 11:18-51.

Yale University, New Haven, Conn., as a gift from Morris K. Jesup, acquired in 1900, the Landberg Collection of Arabic manuscripts. This had been gathered during the collector's many years of active service throughout the East, and is supplemented in the case of manuscripts which could not be purchased, by special copies of the originals. In all there are 842 manuscripts. The collection is strongest in history, biography, language, poetry, and Mohammedan law. This is regarded as the most valuable collection of Arabic manuscripts in the United States.

Princeton University, New Jersey, has a collection of 1,845 oriental manuscripts, chiefly in Arabic, and including books on subjects in all departments of knowledge. See Enno Littmann, *The Garrett Collections of Arabic manuscripts at Princeton University Library*. *Library journal*, 29:238-43, May, 1904.

Gardner A. Sage Library, New Brunswick, N. J., has a collection of 200 manuscripts in Arabic relating to manners and customs, together with commentaries on Koran, grammars, etc.

SANSKRIT LANGUAGES AND LITERATURE.

The **Library of Congress**, Washington, D. C., acquired in 1904 the library of the late Dr. Albrecht Weber, professor of Sanskrit, at Berlin. The Weber Library numbers 3,018 volumes and 1,002 pamphlets, chiefly in Sanskrit literature and philology. See *Librarian's Report*, 1904, p. 27-31. About three-fourths of the collection relates to the Vedic and the Sanskrit literature; it is rich in material for research, including at least one text of practically every published work of Vedic or Sanskrit literature and a practically complete set of the Bibliotheca Indica. It is rich also in tools for using this material, including many periodicals and society transactions relating to Sanskrit literature and philology and a fine collection of monographs on Sanskrit philology arranged chronologically and bound in 61 volumes.

The remaining one-fourth of the collection includes works on Pali and Prakrit and the modern languages of India; on Iran and other parts of Asia, Africa, and America.

Columbia University, New York, has a collection of Indo-Iranian language and literature numbering 3,000 volumes.

CLASSICAL LITERATURE.

Harvard University Library, Cambridge, Mass., has a collection of 26,393 volumes, divided as follows: Classical philology, 6,252; Greek authors, 11,286; Latin authors, 8,855. The library acquired in 1908 the library of Richard Ashhurst Bowle, of Philadelphia, containing 6,000 volumes on the Greek and Latin classics, including over 400 incunabula, a number of editions principes, and a large number of other editions of the 15th and 16th centuries, besides many unusual and valuable books in English and French history and literature. The library has practically all the chief critical editions of Greek and Latin classical authors, together with the principal commentaries.

University of Pennsylvania, Philadelphia, Pa., acquired in 1889 the classical library of the late Prof. Ernst von Leutsch, of the University of Göttingen, containing about 20,000 volumes. This is said to be one of the best classical collections in the United States.

Princeton University, New Jersey, has a collection of 20,905 theses, programs, etc., relating to classical philology. In general, the working collection in classical philology, including sets of periodicals, is unusually strong owing to the large contributions of George A. Armor.

Northwestern University, Evanston, Ill., acquired in 1869 the library of Johann Schulze, Ph. D., a member of the Prussian ministry of public instruction. It contains 11,246 volumes and about 9,000 unbound pamphlets, the latter chiefly German dissertations. It is particularly strong in Greek and Latin classics, both texts and illustrative material. It contains 126 first editions of Greek authors.

Bryn Mawr (Pa.) College acquired in 1894 the collection of the late Prof. Hermann Sauppe, of Göttingen, containing 9,000 bound volumes and about 7,000 dissertations. All the dissertations and more than half of the books are on classical literature and philology; the rest are on modern literature, especially German, and history. The library is especially rich in earlier editions of classical authors, some dating from the 15th and a large number from the 16th century. Among these are a good collection of Aldines, Elzevirs, and books from other famous presses. The library is especially complete for Plautus, Horace, Tacitus, Homer, Plato, and the orators, especially Demosthenes.

Cornell University, Ithaca, N. Y., acquired in 1868 the collection of Prof. Charles Anthon, of Columbia College, consisting of about 7,000 volumes on the ancient classical languages and literatures, besides works in history and general literature. This is a working collection comprising principally the authorities and editions used by Professor Anthon in the preparation of his dictionaries and editions of the classics.

Yale University Library, New Haven, Conn., acquired in 1896 the library of Prof. Ernst Curtius, containing 3,500 volumes and as many pamphlets. It is especially rich in the department of classical archaeology. A collection of 78 texts and commentaries of the Greek bucolic poets, given in 1908 by the late Mr. Edmund Clarence Stedman, contains many annotations by Mr. Stedman and a few authors' presentation copies and includes many rare editions. The editions of Theocritus are particularly complete.

New York University, New York, acquired in 1903 the Hübner Classical Library of Dr. Emil Hübner, of the University of Berlin. This contains 4,168 volumes and 2,223 pamphlets, including about 400 volumes relating to Cicero. It is well balanced for the entire range of Roman letters; its specific preeminence is in Latin epigraphy and Roman antiquities of Britain.

University of Illinois, Urbana, purchased in 1907 the classical library of the late Prof. Dr. Wilhelm Dittenberger, of Halle, containing 2,071 bound volumes, 781 unbound volumes and pamphlets, and 4,500 dissertations. The university library, supplemented by this collection, is especially rich in Greek and Latin epigraphy and paleography, in Greek and Roman social and economic conditions, in Aristotle, and in Polybius.

Lake Forest College, Illinois, acquired in 1888 the private library of Dr. Reifferscheid, formerly of the University of Breslau and later of the University of Strassburg. The Reifferscheid Library contains 4,000 volumes on classical languages and literature. This acquisition is especially rich in Horace, Plautus, Tacitus, Æschylus, and Euripides.

University of Nevada, Reno, acquired in 1909 the library of Prof. Adolf Kirchoff, of Berlin University. This contains 2,200 volumes and 1,700 pamphlets, including valuable archaeological and epigraphical works and many good editions of classical authors.

Ohio Wesleyan University, Delaware, Ohio, acquired in 1900 the classical library of the late Prof. Karl Sittl, of Würzburg, containing 2,000 volumes. Rutgers College library, New Brunswick, N. J., in 1908 received as a gift from Prof. Elliot K. Payson his collection of German editions of Greek and Latin authors, comprising about 300 volumes.

GREEK.

Harvard University Library, Cambridge, Mass., has a collection of 10,418 volumes relating to Greek authors, including the following: Aeschylus, 544 volumes; Aristophanes, 541 volumes; and Homer, 1,334 volumes.

Columbia University, New York, has a collection relating to Greek literature and archaeology numbering 12,397 volumes.

Princeton (N. J.) University Library has among its rich classical collections 781 volumes on Aristotle.

The Wesleyan University library, Middletown, Conn., purchased in 1905 the library of J. C. Van Benschoten, for 39 years professor of Greek in the university. This purchase comprises 3,300 bound volumes and many pamphlets. The collection is especially strong in periodicals dealing with classical archaeology, and philology, editions of the Greek writers, works on Greek art, and books dealing with the New Testament.

LATIN.

Harvard University, Cambridge, Mass., has a collection of 8,885 volumes relating to Latin authors. It acquired in 1900 the Persius Collection, gathered together by Prof. Morris H. Morgan, of Harvard University, which includes 575 volumes representing 295 editions, 213 translations, and about 125 commentaries on Persius. See: *A bibliography of Persius, by Morris H. Morgan, Cambridge, 1909. Bibliographical contributions of the library of Harvard University, No. 58.* Harvard has also the following collections: Horace, 758 volumes; Vergil, 714 volumes; Plautus, 674 volumes; Terence, 338 volumes; Theocritus, 134 volumes; Boethius, 107 volumes.

Princeton University, New Jersey, has the Morgan Collection of Vergil, numbering 664 volumes; also the Patterson Collection, including a Horace collection of 784 volumes.

Columbia University, New York, has a collection relating to Latin literature, including Roman archaeology, which numbers 6,938 volumes. Herodotus is represented by 370 volumes; Cicero by 738 volumes.

University of Michigan, Ann Arbor, possesses about 220 volumes of the works of Julius Caesar, including both texts and commentaries, together with a Vergil collection numbering 270 volumes.

DePauw University Library, Greencastle, Ind., contains an unusually complete Martial collection, numbering 30 volumes and 25 pamphlets, and a very complete Petronius collection of 28 volumes and 28 pamphlets.

New York University, New York, has in its Hübner Classical Library 400 volumes on Cicero, as well as a well-balanced collection for the entire range of Roman letters, and a notable collection on Latin epigraphy, especially Roman antiquities in Britain.

Williams College library, Williamstown, Mass., acquired a part of the library of Prof. Cyrus W. Dodd, of Williamstown, containing 162 volumes relating to Phaedrus.

The Maryland Diocesan Library (Episcopalian), Baltimore, has, in addition to its classical collections, an unusual collection of the works of the mediæval Latin writers, for the greater part in early editions.

CELTIC.

Cornell University, Ithaca, N. Y., received in 1874 by bequest of Prof. E. W. Evans, of Cornell University, a collection of books on Celtic literature and languages. The collection, which has since been increased by purchases and gifts, now numbers 224 volumes.

Harvard University, Cambridge, Mass., has collections on Irish linguistics numbering about 200 volumes. On the Ossianic poems it has 135 volumes.

The Mercantile Library, Philadelphia, Pa., has acquired from time to time books of Irish literature amounting now to a collection of 1,343 volumes.

ROMANCE LANGUAGES.

University of Illinois, Urbana, has a collection on Romance languages and literature comprising 6,000 titles, chiefly from the library of the late Prof. Gustav Gröber, of Strassburg.

University of Pennsylvania, Philadelphia, acquired by bequest the Francis C. Macauley Library containing about 5,500 volumes, pamphlets, and periodicals, and comprising a valuable collection on Dante, Petrarch, and Tasso, besides a large number of Italian, Spanish, and Portuguese works.

The Newberry Library, Chicago, has 4,277 volumes and pamphlets on Romance languages and literature, including 219 volumes on Dante.

University of Vermont, Burlington, acquired in 1883, as the gift of Frederick Billings, the private library of George P. Marsh numbering about 12,800 volumes. The Marsh Library is rich in literature and philology, especially of southern Europe, as well as of Old Norse. It contains 2,400 volumes relating to Italian, including Italian dialects and philology. There is also material on the Catalan and other European dialects, early English and Dutch. Other material relates to the Catholic Church, and works of travel are also numerous. See *Catalogue*. 1892. 742 p.

New York University, New York, acquired in 1894 the library of Prof. Vincenzo Botta, consisting of 2,240 volumes and pamphlets relating to French, Italian, and Spanish literature and history.

Dartmouth College, Hanover, N. H., acquired in 1907 the library of Prof. Edouard Koschwitz, editor of the *Zeitschrift für Französische Sprache*, comprising about 2,000 titles. This is especially strong in early French and Provençal.

FRENCH.

The Harvard University, Cambridge, Mass., collection of French literature numbers 14,600 volumes, not counting 2,650 volumes of periodicals of a literary or miscellaneous character. In 1903 it acquired the library of Prof. Bôcher, of Harvard, which contains 1,881 volumes and pamphlets relating to Montaigne, including most of the early and rare editions of the *Essays*. There are also 981 volumes and 855 pamphlets relating to Molière. See T. F. Currier and E. L. Gay, *Catalogue of the Molière Collection in the Harvard College Library, 1906*. (Its Bibliographical contributions, No. 57.) A collection of early editions of the works of Molière's contemporaries, 332 volumes in number, are also found in the Bôcher Library, which has also 550 volumes relating to Rousseau, and a fairly complete collection of the French drama since the beginning of the 19th century.

Cornell University, Ithaca, N. Y., has a Molière collection of 294 volumes, including 150 volumes collected by H. C. Chatfield Taylor while writing his life of Molière, and presented by him to the library.

- The Columbia University, New York, collection of French literature numbers 8,205 volumes.
- The University of Illinois Library, Urbana, has recently acquired a valuable collection on the mediæval French epic, including several photographic facsimiles of unpublished epics.
- The Berkshire Athenæum, Pittsfield, Mass., has the Gressent Collection of 98 French pamphlets, now bound in 32 volumes, covering the period beginning 1741 and ending 1819.

ITALIAN.

- Wellesley (Mass.) College has the Frances Pearson Plimpton Collection of over 850 volumes illustrating the development of Italian literature. This collection was presented to Wellesley College in 1903 by George A. Plimpton, of New York. The editions for the greater part are those of the 15th and 18th centuries. Besides the works of the major poets, who are well represented, the especial features are romances of chivalry and works of Savonarola. This collection is partially described in the *Catalogue of an Exhibition of Original and Early Editions of Italian Books. Selected from a Collection Designed to Illustrate the Development of Italian Literature. N. Y. Grotier Club. 1904. 99 p.*
- The Harvard University, Cambridge, Mass. collection of Italian literature numbers 8,089 volumes, including 2,850 volumes of Dante and 502 volumes of Tasso.
- The Columbia University, New York, collection of Italian literature comprises 4,115 volumes, including 500 volumes of Dante and 64 volumes of Leopardi.
- The New York Public Library has a collection of Italian drama of 1,000 titles.

DANTE.

- Cornell University, Ithaca, N. Y., has a Dante collection numbering 7,600 volumes. It contains an almost unbroken series of editions of the *Divina Commedia* from the rare *editio princeps*, Foligno, 1472 to the present, including, in addition to the *princeps*, 9 other editions printed before 1500; all but three of the 16th century editions; all the editions of the 17th century, and all but eight of the 18th. It includes all principal translations into Armenian, Bohemian, Catalan, Danish, Dutch, French, German, Modern Greek, Hebrew, Hungarian, Italian dialects, Latin, Polish, Russian, Sanskrit, Spanish, Swedish, and a specimen in Volapuk, as well as an almost unbroken series of English translations from Boyd's in 1802. It is rich also in commentaries, in illustrated editions, and in works on Dante himself, his age and works. There are also included complete sets of Dante periodicals, journals of Dante societies, and novels, stories, plays, poems, etc., based on some incident in his life or works. Many rare privately printed tracts comprise another feature of the collection.

Other works of Dante besides the *Divina Commedia* are treated with equal care, including the rare first four editions of the *Convito* and a full collection of translations and illustrated works relating to the miscellaneous writings. It is called by Prof. Crane "The most important Dante library in the world, with the possible exception of the collection in the Biblioteca Nazionale at Florence." *Cornell Magazine*, May, 1894. See *Catalogue of the Dante collection presented by Willard Fluke; compiled by F. W. Koch. Ithaca N. Y., 1898-1900. 2 vols.*

- Harvard University library, Cambridge, Mass., has a collection of 2,850 volumes relating to Dante. The university acquired in 1884 the Dante collection of Prof. Charles Elliot Norton, of Harvard, and in 1896 that of Prof. George

Ticknor. No. 34 of the Bibliographical Contributions of Harvard University Library is a catalogue of the Dante collections in the Harvard College and Boston Public Libraries. (Cambridge, 1890.) Since then the accessions have been listed in the annual reports of the Dante Society. The two great Dante collections in the United States, the Cornell and the Harvard collections, should not be compared on the basis of number of volumes only, as in the Cornell collection everything is bound separately, while at Harvard several pamphlets are sometimes bound together.

Among the 2,000 volumes of Romance literature bequeathed to the University of Michigan, Ann Arbor, by Prof. Edward L. Walter, were 488 volumes of Dante's works and ana. It is described by Prof. B. P. Bourland, with a list of titles, in the *Michigan Alumnus*, February, 1900. The Dante collection now numbers 600 volumes.

PETRARCH.

Cornell University, Ithaca, N. Y., acquired in 1904 by bequest of Willard Fiske a Petrarch collection, then numbering 3,500 volumes, and since increased to 3,700. Beginning with the first rare edition of the *Rime*, printed at Venice in 1470, this contains a nearly complete series of all the various editions of Petrarch's works and their numerous translations, including several manuscript translations of the story of Griselda into Icelandic. It is especially rich in works concerning Petrarch's part in the Revival of Learning, and a large section of the collection is devoted to works concerning Petrarch's friends and contemporaries, such as Boccaccio, the Emperor Charles IV, and Cola di Rienzi. Almost every printed biography of Petrarch is included, and the iconography of Petrarch and Laura is richly represented by numerous reproductions of portraits. Some early illuminated manuscripts are also included. The collection is probably unrivaled in this country. See *Fiske, Willard. A Catalogue of Petrarch Books. 1882. 67 p.*

TASSO.

Harvard University Library, Cambridge, Mass., has a collection of 495 volumes relating to Tasso, which contains over 50 editions of *Jerusalem delivered*, in addition to lives and commentaries.

HISPANIC LITERATURE.

The library of the Hispanic Society, New York, contains more than 50,000 volumes, including the chief periodicals of Spain, Portugal, and Latin America; first editions of all important authors, and all material of historical value.

The New York Public Library has a collection of the Spanish drama comprising 3,000 titles and of the Portuguese drama numbering 500 titles. A list of editions of works by Cervantes is printed in its *Bulletin*, 3:25-265. The nucleus of this collection was the Prime Collection of 435 volumes presented to the library in 1893.

The Boston Public Library has the George Ticknor Collection of Spanish and Portuguese literature, 6,504 volumes in number. See its *Catalogue*, 1879. *Spanish grammars*, 1884.

Harvard University, Cambridge, Mass., has 650 volumes of Spanish American literature, of which 243 volumes represent the literature of Chile.

RHAETO-ROMANIC.

Cornell University, Ithaca, N. Y., received, in 1891, from Willard Fliske a Rhaeto-Romanic collection of over 1,000 volumes, including 20 manuscripts. The collection has since increased to 1,400 volumes. This is the largest and richest collection on the subject in this country, and in Europe it is rivaled only by the Boehmer Library, Berlin. The Cornell collection, however, contains 122 items not listed in Boehmer's *Verzeichnis*. It includes Rhaeto-Romanic texts, as well as many books dealing with the language and with the history and description of the region where it is spoken. See *Catalogue of the Rhaeto-Romanic Collection*. Ithaca, 1893. 32 p. *Additions, Library Bulletin*, 3: 235 (1895).

AMERICAN LITERATURE.

The following works indicate the location of many of the rarer Americana:

Sabin, Joseph. Dictionary of Books relating to America, A to Smith. New York, 1868-1892. 19 volumes.

Evans, Charles. American Bibliography. A chronological dictionary of all books, pamphlets, and periodical publications printed in the United States, 1639-1785. Chicago, 1903-1910, 6 volumes.

Harvard University Library, Cambridge Mass., contains 8,300 volumes of American literature not including theological, historical, and other tracts of the colonial period. It is rich in first editions of such writers as Lowell, Longfellow, Emerson, and Holmes, and includes an extensive collection of the minor American poets of the 19th century, due to gifts and bequests by Longfellow and Lowell and to gifts from Col. T. W. Higginson and the Longfellow family.

Yale University, New Haven, Conn., received as a gift from Mr. Owen F. Aldis, of Washington, D. C., his collection of American literature, numbering 6,000 volumes. It includes nearly complete collections of Freneau, Dunlap, Barlow, and Charles Brockden Brown; also complete or nearly complete collections of Aldrich (65 titles), Bryant (125 titles), Irving, Cooper, Emerson, Whittier (200 titles), Hawthorne, Holmes (200 titles), Poe, Thoreau (40 volumes), Whitman, Bret Harte, Stedman, and Stoddard.

The New York Public Library has the library of G. L. and E. A. Duyckinck, collected as material for their *Cyclopædia of American Literature* during their editorship of "Arcturus" and during the lifetime of their father, who was an 18th century printer and book publisher in New York City. The collection numbers about 10,000 volumes. The New York Public Library also has a representative collection of first editions of the early writers of the New England School, such as Hawthorne, Lowell, Longfellow, et al. A list of works by, or relating to, Hawthorne, owned by the library, was printed in its *Bulletin* 8:312-322.

The Boston Athenæum has a large collection of first and early editions of American authors. The total number of first editions in this collection is: Bryant, 132; Emerson, 97; Hawthorne, 77; Holmes, 189; Longfellow, 110; Lowell, 134; Thoreau, 17; Whittier, 189.

The New York Society Library, New York, in 1868, received as a gift from Robert Lenox Kennedy 2,000 volumes of the James Hammond Library, of Newport, R. I. It preserves the light literature novels of America from 1750 to 1830.

Brown University Library, Providence, R. I., contains a special library of literature in the Harris Collection of American poetry and drama, founded

by Albert G. Greene, extended by C. Fiske Harris and bequeathed to the University by the Hon. Henry B. Anthony. This collection, which numbers nearly 12,299 volumes, is perhaps the largest collection in the world devoted to the subject. It contains two-thirds of the books of American poetry printed before 1800, three-fourths of those printed from 1800 to 1870, and one-half of those from 1870 to 1903. The Walt Whitman collection is one of the most nearly complete in the country, comprising 50 imprints and including 13 editions of *Leaves of Grass*. The collection is especially strong also in William Dunlap, who is represented by 25 titles; in John Howard Payne and in Poe. It contains also a small collection of American magazines in which writings of these poets were first published. Other features are: American dramatic literature; songbooks, classified as college, martial, naval, patriotic, masonic, negro minstrel, presidential campaign, rebellion and slavery, and temperance. The collection is not limited to poetry of the United States, but includes also Canada and Spanish America. See *Anthony Memorial; a Catalogue of the Harris Collection of American Poetry*. 1886.

American Antiquarian Society, Worcester, Mass., has about one-third of the books printed in America before 1820 and over 200 of 976 books printed before 1700. Of the Mathers it has about 400 of the 600 published. Of almanacs it has 4,000 issues before 1850 and a majority of those published in the 17th century. Its collection of school books is probably the largest in the country.

REGIONAL COLLECTIONS.

The Public Library of the city of Boston contains the John A. Lewis Library, presented by Mrs. John A. Lewis in 1890. It contains material illustrating the history of printing in Boston, including most of the issues of the press of John Foster, first printer in Boston; many publications of the Mathers, numbering more than 200 titles in 1890; 24 of the various editions of the writings of John Prince; and many publications of other ministers of Boston. Those especially represented, together with the number of their publications, are: John Cotton, 22; Thomas Shepard, 13; Samuel Willard, 22; Nehemiah Walter, 4; Benjamin Wadsworth, 5; Benjamin Colman, 31; Joseph Sewall, 6; William Cooping, 9; Thomas Foxcroft, 16. See *Catalogue of a Collection of Early New England Books, made by the late John Allen Lewis and now in the possession of the Boston Public Library*. 1892.

The library of Rev. Thomas Prince in the same library contains 1,899 volumes of colonial literature prior to 1758. See *Catalogue, 1870*; the library of John Adams, 3,019 volumes. The Artz Collection in this library contains nearly every American edition of Longfellow, Lowell, Holmes, and Whittier.

The Connecticut Historical Society, Hartford, acquired in 1856 the collection of early New England pamphlet literature formed by Rev. Thomas Robbins, containing 7,000 to 8,000 titles for the period 1700-1850. The collection includes tracts, sermons, religious and controversial pamphlets, etc.

Essex Institute, Salem, Mass., has a special collection of Essex County imprints and authors numbering nearly 20,000 items.

The New London (Conn.) Public Library has a collection of 628 volumes of New London imprints, mostly pamphlets, including 118 issues of New London almanacs of the 18th and 19th centuries.

The Vineland (N. J.) Historical and Antiquarian Society has a collection of the works of Vineland authors and the issues of the local press, pamphlets, reports, etc., numbering 350 volumes.

The Historical Society of Pennsylvania, Philadelphia, contains the Gilpin Collection of Pennsylvania imprints, 1685-1825 and the Cassel Collection of Pennsylvania German imprints.

The Carnegie Library, of Pittsburgh, aims to secure a copy of each book, periodical, and newspaper that has been issued in Pittsburgh. The collection consists now of 2,900 volumes. Of these 1,200 are bound volumes of Pittsburgh newspapers.

Southern Fiction Prior to 1860: An attempt at a first hand bibliography. by James G. Johnson, Charlottesville, Va. 1909. 126 p. Gives the location of every book which the author had examined.

The Virginia State Library, Richmond, has a collection of 800 volumes, which is strong in poetry referring to the South and in works by southern poets.

University of Texas library, Austin, has a collection of 190 volumes called the Hilliard Library of Southern Literature, bought from funds given annually by H. P. Hilliard, of St. Louis.

The Association Public Library, Mobile, has a collection of Alabama authors, containing 340 volumes and 881 pamphlets.

The Louisville Public Library has a collection of writings of Kentucky authors, including the greater part of a collection of 600 titles, representing 300 Kentucky authors, exhibited at the Greater Louisville Exposition in 1907.

The Western Reserve Historical Society, Cleveland, Ohio, has a library of Cleveland authors and early Ohio imprints.

The Chicago Historical Society has been very active in collecting early local imprints.

Wisconsin Historical Society. Bibliography of Wisconsin authors. Madison. 1893. 263 p.

The State Historical Society of Missouri, Columbia, has a special collection of works by Missouri authors, of about 1,800 volumes.

University of California, Berkeley, has a collection of about 2,600 bound volumes of the published writings of California authors, besides a large mass of unbound, single brochures, including many autograph and presentation copies, with inserted autograph letters, manuscript volumes by Bret Harte, Norris, Markham, Cheney, Coolbrith, Bierce, et al.

INDIVIDUAL AUTHORS.

ABBOTT.

Bowdoin College library, Brunswick, Me., has a collection of the writings of the descendants of Jacob Abbott, 1776-1847, with collateral material illustrative of educational and literary life in New England in the 19th century. The collection, which numbers over 1,000 volumes, was collected and presented by Rev. Edward Abbott, D. D., of Cambridge, Mass., in 1908.

ALDRICH.

The best Aldrich Collections are those in the Aldrich memorial, Portsmouth, N. H.; in Yale University, New Haven, Conn.; and in Princeton (N. J.) University.

CLEMENS.

Missouri State Historical Society, Columbia, has a special Mark Twain collection containing 70 volumes of first, original, and other editions of the works of Samuel L. Clemens.

LONGFELLOW.

Bowdoin College library, Brunswick, Me., has a collection of different editions and translations of Longfellow's writings with biographical and critical essays numbering more than 500 volumes.

TIMROD.

The Charleston (S. C.) Library Society acquired in 1906 from the Hon. William Ashmead Courtenay 11 volumes and two pamphlets, comprising works by Henry Timrod and works relating to him.

WHITTIER.

Haverhill (Mass.) Public Library contains a collection of works by and about John G. Whittier. The collection, which comprises about 550 items, includes all editions of Whittier's works, magazine articles, newspaper clippings, music, and pictures.

ENGLISH LITERATURE.

Harvard University Library, Cambridge, Mass., has a collection of 25,000 volumes relating to English literature.

The Boston Public Library has a collection of 13,732 volumes collected by Thomas P. Barton. In this there is a Shakespeare collection of 3,455 volumes, received in 1873, which is said to be one of the best in existence. The Shakespeare collection includes 600 early quarto editions of single plays. There are also 1,100 volumes relating to the English drama of the 17th and 18th centuries, 300 dramatic tracts collected by Joseph Haslewood, and material relating to the Chatterton-Rowley poems. The library has also the John Gibbs Collection on the English drama, numbering 690 volumes. See *Barton Library Catalogue, 1881-88, 2 parts.*

University of Illinois Library, Urbana, has unusually good collections of 17th and 18th century and early 19th century periodicals, including: (1) The original sheets of the *Tatler*, the *Spectator*, and a series of the *London Gazette*; (2) English fiction before Scott; (3) Elizabethan and post-Restoration drama, including about 100 first editions; and (4) editions and biographies of Charles Lamb.

Cornell University, Ithaca, N. Y., acquired in 1911 the library of Prof. Hiram Corson, which is especially strong in English dictionaries, Anglo-Saxon literature, and works by and about William Cowper.

The Boston Athenæum has 138 volumes, a practically complete set, of the Roxburghe Club publications.

The Massachusetts Historical Society, Boston, has the Dowse library, formed by Thomas Dowse of Cambridge, a collection of 4,668 volumes of best editions and rarities, mainly in English literature, but with some early Americana.

ENGLISH GRAMMAR.

Ohio, Wesleyan University, Delaware, Ohio, received in 1902, by bequest from Prof. W. G. Williams, a collection of English grammars.

DRAMA.

Yale University Library, New Haven, Conn., has 5,800 plays, separately published between 1770 and 1865. This collection was made by Baron La-grange, and afterwards passed into the possession of Charles Reade. The

library has also a collection of the earlier English dramatic literature since the Restoration.

The University of Michigan, Ann Arbor, has a collection of about 3,300 volumes, exclusive of a large Shakespeare collection. It is strong in the early English drama and its history.

The Library of Congress, Washington, D. C., acquired in 1909 the Longe Collection of original editions of early English plays, numbering about 2,000 pieces.

The New York Public Library has a collection of the English drama numbering 1,500 titles. Its collection of prompt books, comprising 1,500 pamphlets, is described in its *Bulletin*, 10:100-48.

LITERARY ANNUALS AND GIFT BOOKS.

The New York Public Library printed in its *Bulletin*, 6:270-275, a list of its collection of annuals and gift books. The greater part of the collection was made by John Robinson, of Salem, Mass., and presented to the library by Mrs. Henry Draper. There are about 500 volumes in the collection. A bibliography of annuals and gift books, made by F. W. Faxon and printed in the "Bulletin of Bibliography," issued by the Boston Book Co. (also printed separately), records all titles of works of this class that the compiler has been able to locate, and gives the location for all the copies noted.

The general library of the University of Michigan, Ann Arbor, is making a collection of the literary annuals or gift books, both English and American, published during the early part of the 19th century. The collection numbers now more than 400 volumes.

POETRY.

Cornell University Library, Ithaca, N. Y., possesses a collection of the Victorian poets, now numbering 1,956 volumes, fairly strong in first editions.

Harvard University, Cambridge, Mass., has a collection of the Oxford Newdigate prize poems, complete from 1822 to 1900. Of these, all but two are in the contemporary pamphlet editions. A collected reprint issued in 1828 makes the series complete from 1806.

ANGLO-SAXON.

The library of Princeton University, New Jersey, has 567 volumes relating to Anglo-Saxon. The foundation of this is a large number of volumes from the Medlicott Library.

Cornell University, Ithaca, N. Y., has the Anglo-Saxon collection made by Prof. Hirman Corson.

Harvard University, Cambridge, Mass., has a Middle English Chaucer collection numbering about 375 volumes.

SHAKESPEARE.

The Boston Public Library has the Barton Shakespeare Library of 3,455 volumes. At the time of Dr. Furness's report on the collection in 1882 there were only three English Libraries—the British Museum, the Bodleian, and Trinity College, Cambridge—which had superior collections. It numbers 1,300 different editions, including not merely the collected works, but also separate issues of plays and poems; in fact, everything that

could be called bibliographically a distinct edition from 1598, the date of the oldest edition, to the present. It is especially rich in early quartos, and includes all the folios. In the collection are translations into 17 different languages: Bohemian, Danish, Dutch, French, Friesic, German, Greek, Hebrew, Italian, Latin, Plattdeutsch, Polish, Portuguese, Russian, Spanish, Swedish, Welsh. Of these, the German translations, which number 106, are the most important. Separate works are fully represented. Of Hamlet, for example, there are 82 editions and more than 200 illustrative works. See *Catalogue, Part 1, Shakespeare collection. 1881*

At Yale University, New Haven, Conn., the Elizabethan Club has received as a gift from Alexander Smith Cochran, of New York, a Shakespeare collection, including 4 folios and 38 quartos.

University of Michigan, Ann Arbor, Shakespeare collection, comprising 7,200 volumes, includes the collection presented by Senator James McMillan, of Detroit. See *Michigan alumnus, June, 1907*.

The New York Public Library's Shakespeare collection of 3,000 volumes includes specimens of all the Shakespeare folios. See *Lenox Library Contributions, No. 5*.

Columbia University, New York, Shakespeare collection numbers 2,000 volumes.

Princeton University, New Jersey, has a Shakespeare collection of 1,491 volumes.

Harvard University, Cambridge, Mass., Shakespeare collection numbers 2,550 volumes, including 105 volumes on the Bacon-Shakespeare question. See Justin Winsor, *Shakespeare's poems. A bibliography of the earlier editions 1879. (Bibliographical contributions, No. 2.)*

Newberry Library, Chicago, has a Shakespeare collection of 1,033 volumes.

The University of Cincinnati has the Enoch T. Carson Shakespeare library of 1,420 volumes.

St. Louis Public Library has a Shakespeare collection of 1,545 volumes.

Of early 17th century writers Harvard University, Cambridge, Mass., has a collection of works by and about John Donne numbering 51 volumes; also a George Herbert collection presented by Prof. George Herbert Palmer and described in his *Herbert Bibliography, being a catalogue of a collection of books relating to George Herbert gathered by George Herbert Palmer. 1910. (Harvard University Library, Bibliographical Contributions, No. 59.)*

MILTON.

Harvard University Library, Cambridge, Mass., has a collection of 421 volumes.

This is largely composed of the books formerly owned by the late George Ticknor, of Boston, and bequeathed by him to the library in 1885. It includes an almost complete series of original editions.

The New York Public Library has about 250 volumes relating to John Milton, the strength of the collection lying in the editions of books by Milton. It includes nearly every variety of the early editions and several volumes from Milton's own library with his autograph and annotations. See *Works of Milton. 1881. (Lenox library contributions, no. 6.)*

University of Michigan, Ann Arbor, possesses a Milton collection of 220 volumes.

Of English dramatists of the Restoration period Harvard University, Cambridge, Mass., has about 600 separate quarto plays. Its Dryden collection numbers 306 volumes, and includes over 75 editions published before 1700; of Shirley's plays it has 27 contemporary editions; of Settle, 24 volumes.

The New York Public Library has 500 volumes by and relating to John Bunyan, which includes an almost complete collection of editions of the "Pilgrim's Progress," beginning with the first edition in 1673, and containing translations in many languages. See *Lenox Library Contributions, No. 4*.

EIGHTEENTH CENTURY.

Harvard University, Cambridge, Mass., acquired in 1910 the Marshall C. Lefferts Collection of first and later editions of the works of Alexander Pope, containing 500 volumes, of which 82 are Popeana; it includes several editions of Pope's works, all but a few of which were published during the 18th century, and several volumes of miscellanies to which Pope contributed. The most valuable items of the collections, however, are the first editions of all the poems, among them 22 editions of the *Essay on Man* and 26 editions of the *Dunciad*, many of which are extremely rare. See *Catalogue of Marshall C. Lefferts's Great Selection of First and Later Editions of the Works of Alexander Pope . . . Dodd, Mead & Co. N. Y., 1910. 50 p.* Other Harvard University collections of 18th century writers are as follows: Addison, 96 volumes; Swift, 349 volumes; Steele, 70 volumes; Gay, 33 volumes; Defoe, 203 volumes; Gray, 84 volumes; Chatterton, 41 volumes.

New York Society Library, New York, has a collection of fiction of the period 1750 to 1830. The collection numbers 1,850 volumes, of which 393 volumes belong to the 18th century.

Columbia University, New York, has a collection of the works of James Thomson, author of "The Seasons," comprising 145 editions and 194 volumes.

The Library of Congress, Washington, D. C., has a Burns collection of 621 volumes of editions, and 241 volumes of ana.

Cornell University, Ithaca, N. Y., has a Cowper collection of 264 volumes, largely the gift of Prof. Hiram Corson.

NINETEENTH CENTURY.

BROWNING.

Boston Public Library has a Browning collection of 522 volumes, a gift of the Boston Browning Society. Harvard University, Cambridge, Mass., has 184 volumes relating to Browning. Wellesley (Mass.) College has an almost complete collection of first editions of works of the Brownings, presented by Prof. George H. Palmer.

BYRON.

Harvard University Library, Cambridge, Mass., has a Byron collection of 415 volumes.

The Boston Athenæum has a collection of Byroniana purchased from J. W. Bouton in 1885. It now numbers, with additions, 206 volumes and 46 pamphlets, including many first editions.

Cornell University Library, Ithaca, N. Y., has 186 volumes of Byroniana, including many first and early editions of the separate works of Byron. The collection is chiefly the gift of Prof. James Morgan Hunt.

HALLIWELL-PHILLIPS.

The Harvard University, Cambridge, Mass., collection was described in 1881 in its *Bibliographical Contributions No. 10*. To this collection some 95 volumes have been added.

University of Michigan, Ann Arbor, has about 100 titles of Halliwelliana.

SWINBURNE.

Harvard University, Cambridge, Mass., has a Swinburne collection of 76 volumes. The New York Public Library has one numbering 41 first editions.

TENNYSON.

University of Michigan, Ann Arbor, has a collection of works by and about Tennyson numbering about 275 volumes and including most of the first editions.

Harvard University, Cambridge, Mass., has a Tennyson collection of 218 volumes.

GERMAN.

University of Pennsylvania, Philadelphia, has the Bechstein Germanic Library, the nucleus of which was the private library of Prof. Reinhold Bechstein, of the University of Rostock. This was acquired by the university in 1896 and was increased to 15,000 volumes and 3,000 pamphlets. The classification is as follows: (1) Periodicals, works of reference, collective series (2) General works relating to German philology and literature. (3) Histories of German literature in general. (4) German antiquities, culture, and folklore. (5) German language, dialects, metrics, and names. (6) Gothic, Norse, Old High German, and Middle High German literature. (7) German literature from 1500 to 1750. (8) Modern German literature. The collection is rich in standard and critical editions of German writers of all periods, in the great works of reference, in large library series, and in rare old prints. The literature of the classical period of the 18th century is well represented. Two special features of the collection make it peculiarly valuable as a working library, viz, a full series of periodicals relating to Germanic studies, consisting of about 50 complete sets of reviews and publications of learned societies, and about 3,000 pamphlets treating of German philology and literature.

The Historical Society of Pennsylvania, Philadelphia, has a collection of German Americana, the nucleus of which was the collection of Abraham H. Cassel, of Harleysville.

Cornell University, Ithaca, N. Y., acquired in 1893 as a gift from W. H. Sage, the library of the late Prof. Friedrich Zarncke, of Leipzig, numbering 13,000 volumes. This is one of the largest collections of rare books for the study of German philology and literature ever brought to the United States. It is especially rich in literature before Luther, in material on the *Nibelungen Lied*, the *Minnesingers*, and the rise of the universities. It also contains a collection on Goethe, surpassed by only one or two university collections in Germany. The collection is particularly complete for Faust. It is almost, if not quite, exhaustive in Lessingana, and is undoubtedly unique in Schelmufsky literature (Christian Reuter). On the *Nibelungen Lied* there are 346 titles, including every known edition; translations into modern German, English, French, Italian, and Russian; criticism and history. The library received in 1905 from Mrs. Bayard Taylor a collection consisting of Bayard Taylor's correspondence and notebooks ranging from 1847 to 1878, including 3,145 letters, as well as Taylor's Collection of Faust and Goethe literature.

Columbia University, New York, has a collection of German literature of 11,583 volumes, including 1,350 volumes of Goethe and 99 volumes of Grillparzer.

The New York Public Library is especially strong in German-Americana. See *Richard E. Helbig, Growth of the German American Collection of the New York Public Library. Philadelphia. 1908. 29 p.*

New York University. New York, acquired in 1897 the Oswald Ottendorfer Library of Germanic Literature, comprising 10,300 volumes and pamphlets. This library is especially strong in periodicals and collective publications.

Western Reserve University. Evanston, Ill., acquired in 1887 the library of the late Prof. Scherer, of Berlin, containing 12,000 volumes of Germanic philology and the history of German literature. It is especially strong in material on phonetics, Goethe, Poetik, und Metrik. The Scherer library also includes best editions and good working editions. In addition, there are about 100 volumes of the 16th and 17th centuries, and considerable material on the various manifestations of German thought with which German literature is connected, such as political history, art, science, and philosophy.

University of California, Berkeley, secured by gift of John D. Spreckels the private library of Karl Weinhold, numbering about 6,000 books. This is rich in older Germanic authors, many being in rare editions, mythology, folklore, and dialectal publications, and is especially rich in the fields of German antiquities and folklore. Especially well represented are Opitz, Wieland, and the "Sturm und Drang" writers, and the Romanticists. It has also complete sets of practically all the important *Musenalmanache*, *Taschenbücher*, and other collective publications. See Pinger, W. R. R., *A list of first editions and other rare books in the Weinhold Library, Berkeley, 1907, 144 p.* (*University of California, Library Bulletin, No. 16.*) The total number of entries on this subject in the library is 10,500 bound volumes and 2,000 pamphlets.

The University of Chicago acquired in 1904 the Emil G. Hirsch Bernays Library, which was given by Mr. Julius Rosenwald. It numbers 9,000 volumes.

The Brown University Germanic Library, Providence, R. I., was purchased in Germany by the late Prof. Alonzo Williams in the name of the principal donor, Hon. Hezekiah Conant. The library comprises over 8,000 volumes. It is especially rich in the works of the Middle High German period, in Goethe and Schiller literature, and in literature of the 19th century.

Harvard University, Cambridge, Mass., has a collection of German literature of 9,963 volumes, including 1,000 volumes on Goethe.

Northwestern University, Evanston, Ill., has the Schneider collection of German literature, 2,583 volumes in number. It includes a large collection of annuals, *Musenalmanache* and *Taschenbücher* of the 18th and 19th centuries; 365 volumes on Schiller, and 155 volumes on Lessing.

The University of Michigan Goethe Collection, Ann Arbor, numbers about 1,400 volumes.

Bowdoin College Library, Brunswick, Me., has a collection of books printed in representative German dialects with lexicons and glossaries, numbering 500 volumes. See *Bowdoin College. A Classified List of the German Dialect Collection Established by Edw. O. Guild. Brunswick. 1898. p. 329-348.* (*Its Bibliographical Contributions No. 8.*)

George Washington University, Washington, D. C., acquired in 1906 the library of Prof. Richard Heinzel, of the University of Vienna, containing 7,500 volumes and pamphlets relating to Germanic literature and philology, including 300 volumes on Old Norse.

University of Illinois library, Urbana, purchased in 1909 the library of the late Prof. Moritz Heyne, of Göttingen, consisting of 5,200 volumes and pamphlets principally on German philology and literature and including many German dictionaries. The library also includes the library of the late Prof. Gustaf E. Karsten, consisting of 2,000 volumes, principally on philology and German literature.

Leland Stanford Junior University, California, acquired in 1895 the library of Prof. Rudolf Hildebrand, of the University of Leipzig, containing 5,652 volumes and pamphlets, relating largely to Germanic languages and literature, the 17th and 18th centuries being especially well represented. A notable collection of 300 old dictionaries is also included.

DUTCH.

The State Historical Society of Wisconsin, Madison, acquired in 1866, as a gift from Mrs. Otto Tank, the private library of her father, the Rev. R. J. Van den Meulen, an Amsterdam clergyman. This contains about 5,000 old and rare volumes, mostly in Dutch, nearly half of which are richly bound in vellum, and many profusely illustrated with 17th century copperplate engravings. The library is general in character, including numerous Bibles, atlases, charts, old editions of the classics, early lexicons, and historical works.

Grand Rapids (Mich.) Public Library has over 1,500 volumes in Dutch, most of them being of a more or less popular nature.

Harvard University, Cambridge, Mass., has a collection of Dutch literature numbering 1,125 volumes.

The New York Public Library has a collection of Dutch drama, comprising 1,000 titles, and of Flemish drama, 1,000 titles in number.

SCANDINAVIAN LITERATURE.

The Library of Congress, Washington, D. C., in 1908 purchased the collection of Scandinavian literature and history, numbering 5,000 volumes, of the late Henrik Jørgen Hultfeldt-Kaas, State archivist of Norway and editor of the *Diplomatarium Norvegicum*. The collection contains first editions of all the works of Ibsen, Bjørnson, and Joras Lie; there are also many valuable editions of other leading writers of Denmark and Norway during the 19th century.

The Scandinavian collection of Columbia University, New York, comprising 1,032 volumes, is one of the most nearly complete in the East. Edda and the Saga literature are especially well represented, as are likewise all important critical works in that field. The collection also contains all the more recent writers in Norwegian, Swedish, and Danish.

The New York Public Library has an Old Norse collection and a collection of the Swedish drama, 1,000 titles in number.

Harvard University library, Cambridge, Mass., has a collection of 2,717 volumes of Scandinavian literature. It is unusually complete in the literature of the Sagas and Eddas.

The Boston Public Library's collection of Scandinavian literature is given in its *Bulletin*, 6: 74-84. *List of the text editions and translations of the Eddas*, by T. Solberg.

Yale University, New Haven, Conn., has the Riant Scandinavian collection, which is particularly strong in 17th century Swedish literature.

Cornell University Fiske Icelandic library, Ithaca, N. Y., is the largest and most valuable library of its kind in this country.

University of North Dakota has a Scandinavian library of 2,500 volumes, probably the most valuable in the West.

University of Wisconsin, Madison, has a collection of Norse Sagas and Norse general literature, largely the gift of Ole Bull. It also has a large collection of modern Scandinavian literature, including editions of all the best known Norwegian writers.

The Minneapolis Public Library has a collection of 5,000 volumes in the Scandinavian languages.

SLAVIC.

The Library of Congress, Washington, D. C., purchased, in 1904, the library of Prof. Martin Hattala, of Prague, consisting of about 1,500 volumes on Slavic philology. See *Librarian's Report 1904*, pp. 26-27. It includes many complete or nearly complete sets of periodicals and society publications, the philological and literary publications of many Slavic academies, and a large collection of pamphlets and separates.

Harvard University library, Cambridge, Mass., has a collection of 1,564 volumes relating to Slavic literature. The library also has a remarkable collection of books in Slovak, numbering 123 volumes and 1,567 pamphlets, which is said to be equal, if not superior, to any in existence. The Slovak collection was made by the Slovak author, Lombardini, of Solleln, with additions from other sources. It includes many rare periodicals and much folklore material, the collection of this material being probably larger and more nearly complete than any other in a public library.

The New York Public Library's Slavic collection numbers 2,000 volumes. The periodicals in the collection are described in its *Bulletin*, 6:231-34.

The Slavic collection of Yale University, New Haven, Conn., is described in the *Catalogue of Slavonic books in the Yale University Library*, by J. Sumner Smith. New Haven. 1896.

Harvard University library, Cambridge, Mass., has a collection of 470 volumes relating to Modern Greek Literature.

The New York Public Library has a collection of Bohemian drama numbering 1,000 titles.

University of Minnesota, Minneapolis, has a Bohemian collection of about 600 volumes; it is largely in literature, but containing also a considerable amount of history and biography.

SCIENCE.

GENERAL COLLECTIONS.

Catalogue of Scientific and Technical Periodicals 1665-1895, by H. C. Bolton. 2d ed. Washington, 1899, 1247 p., contains a library check list showing in what American libraries the periodicals may be found.

The New York Public Library has a collection of 40,000 volumes relating to sciences, emphasis being laid on the mathematical, physical, and chemical sciences. Natural history, botany, and zoology are left to the library of the American Museum of Natural History.

The collections of periodicals in New York are described in its *Bulletin*, 2:289-309, 335-50.

The Technology collection of the Carnegie Library of Pittsburgh contains about 40,000 volumes on natural science and useful arts. It is especially strong in chemistry, iron and steel manufacture, electrical engineering, and patent literature. The collection is catalogued in the Classified Catalogue of the Carnegie Library, of Pittsburgh, first (117, 156, cont.) series, 1895-1902, pt. 1. 2d series 1902-1906, pt. 2. It is continued to date in "Monthly Bulletin." The technology department has published numerous bibliographies on technical subjects as well as an "Index to subject catalogue of the Technology Department, 1909."

The National Museum, Washington, D. C., acquired by purchase, in 1899, the scientific library of the late Dr. G. Brown Goode, comprising about 2,900 volumes, 18,000 pamphlets, and 1,800 portraits, autographs, etc. The Goode Library contains many rare publications and is especially rich in the literature of museums and fishes.

MATHEMATICS.

The Boston Public Library has a collection of 7,630 volumes relating to mathematics, including the library of Nathaniel Bowditch, received in 1858. The Bowditch Library comprises 2,550 volumes, 487 pamphlets, 104 maps, and 29 volumes of manuscripts.

Harvard University, Cambridge, Mass., has a collection of 6,000 volumes relating to mathematics, including 1,250 volumes of periodicals and society transactions. Its series of collected editions of the works by leading mathematicians is practically complete.

Massachusetts Institute of Technology, Boston, has the mathematical library of the late Prof. John D. Runkle, 2,000 volumes in number.

Yale University, New Haven, Conn., has the mathematical library of Dr. William Hillhouse, containing 2,400 volumes of the older mathematical works. A catalogue of this collection forms a supplement to the annual report of the governing board of the Sheffield Scientific School for 1870.

Columbia University, New York, has a mathematical collection numbering 6,893 volumes. The library of the American Mathematical Society (Catalogue, 1910, 35 p.) is deposited here.

Cornell University Library, Ithaca, N. Y., received in 1870 from the Hon. William Kelly, of Rhinebeck, a mathematical collection consisting of 1,800 volumes and 700 pamphlets. It has since been greatly increased, till it now numbers about 5,000 volumes. It includes some material on related subjects, such as astronomy, engineering, and physics. A printed catalogue was issued in 1883. See *Cornell University Library bulletin*, 1: 60-76, 95-108, 127-40, 155-80, 205-211.

ASTRONOMY.

The library of the Harvard Astronomical Observatory, Cambridge, Mass., numbers more than 13,000 volumes and 29,000 pamphlets; its meteorological collection is one of the largest in the country.

Columbia University Library, New York, has an astronomical library of 5,999 volumes. The astronomical periodicals in the New York Public Library are listed in its *Bulletin*, 1: 97-100, 121-24. Its collection of books on the calendar appears in its *Bulletin*, 7: 294-302.

The library of the College of the City of New York received in 1909, through the donation of Mr. John Claflin, an alumnus, the collections of Prof. Simon Newcomb, comprising about 4,000 volumes and 2,000 pamphlets, of which most are astronomical and mathematical. The collections also contain many sets of the periodicals, proceedings of learned societies, and reports, observations, star catalogues, etc.

The library of Princeton University, New Jersey, has a collection of 5,195 volumes relating to astronomy, including the collection of Prof. C. A. Young.

PHYSICS.

Columbia University, New York, has a collection on physics numbering 4,807 volumes.

Franklin Institute Library, Philadelphia, contains 1,057 volumes relating to physics.

Johns Hopkins University, Baltimore, Md., has a collection of 1,600 volumes on spectroscopy and allied topics secured from a fund contributed by the friends of the late Prof. Henry A. Rowland.

GEODESY AND TERRESTRIAL MAGNETISM.

The United States Coast and Geodetic Survey Library, Washington, D. C., has very full sets of American, English, and foreign geodetic surveys, a fine collection of works relating to general geodesy, and the various branches of geodesy, comprising 2,100 volumes and 1,250 pamphlets. On the subject of terrestrial magnetism it has a collection numbering 1,150 volumes and 1,000 pamphlets.

METEOROLOGY.

The United States Weather Bureau Library, Washington, D. C., has the most extensive collection of meteorological literature in America, and probably in the world. It includes many old works, especially of the 17th and 18th centuries, and nearly all the current periodical literature of the subject; reports of meteorological observatories and bureaus; daily weather maps of all countries, etc. This library is also fairly strong in the recent literature of seismology.

Johns Hopkins University, Baltimore, Md., has a special collection on meteorology numbering about 2,500 bound volumes and a mass of unbound material. It is strong in official publications, especially observations, but weak in the early literature. The meteorology collections are being made and presented by Prof. Cleveland Abbe, sr., of the United States Weather Bureau. They rank probably third in American collections.

CHEMISTRY.

The American Chemical Society, New York, has a library of 5,000 volumes. Columbia University, New York, has a chemistry collection numbering 3,695 volumes, together with a collection on metallurgy of 1,666 volumes.

Harvard University, Cambridge, Mass., has a chemical library of 4,318 volumes.

The Franklin Institute Library, Philadelphia, contains 966 volumes relating to chemistry, and 5,681 volumes of periodicals relating to chemistry.

The library of United States Department of Agriculture, Washington, D. C., contains a good reference collection of general chemical works, numbering about 3,700 books and pamphlets, of which 2,600 are volumes of periodicals.

The technology department of the Carnegie Library, of Pittsburgh, contains about 3,800 volumes on chemistry and 3,000 on chemical technology. It is especially strong in periodical literature in English, French, and German, having all standard sets complete. See *Catalogue of the Carnegie Library, of Pittsburgh, 1st series, 1895-1902, pt. 4; 2d series, 1902-1906, pt. 2*. It printed exhaustive bibliographies on "mica," "sodium nitrate industry of Chile," "water softening," "metal corrosion," "refuse and garbage disposal," "malleable castings," etc.

United States Geological Survey Library, Washington, D. C., purchased in 1896 a collection of 6,000 chemical dissertations.

Western Reserve University, Evanston Ill., purchased in 1906 the library of Prof. E. W. Morley, which numbers 2,500 volumes, including 2,100 volumes of periodicals in chemistry.

Massachusetts Institute of Technology, Boston, has the chemical library of Prof. William Ripley Nichols.

GEOLOGY.

The library of the United States Geological Survey, Washington, D. C., contains about 70,000 books and 100,000 pamphlets on geology, mineralogy and petrology, paleontology, and the related sciences. It is thought to be the most nearly complete in America in these lines. A collection of 576 books and pamphlets, mostly on early American geology, from the library of the late Dr. Isaac Lea, were presented in 1889 by his daughter, Miss Frances Lea. About 1,000 volumes of scientific serials, transactions of scientific societies, and monographs on geologic subjects, collected by the late Dr. F. V. Hayden while in charge of the United States geological and geographical survey of the Territories, were presented after Dr. Hayden's death in 1887 by his widow. In 1882 about 1,900 volumes, including a valuable collection of reports of early State surveys and Federal exploring expeditions, were purchased from the geologic library of Mr. Robert Clarke, of Cincinnati. In 1888 at the sale of the library of M. Jules Desnoyers, of Paris, 700 books and 2,000 brochures, largely on the geology and paleontology of Europe, were purchased.

Columbia University, New York, has a collection on geology numbering 5,290 volumes, together with 703 volumes on mineralogy.

The American Museum of Natural History, New York, possesses a geological library of 3,000 volumes and 5,000 pamphlets, including the library of the late Prof. Jules Marcou, of Harvard University, acquired in 1888.

Yale University, New Haven, Conn., in 1899 received from the late Prof. Marsh his library of 5,000 volumes and a much larger number of pamphlets. Its strength lies in a series of natural history periodicals and in paleontological manuscripts.

Massachusetts Institute of Technology, Boston, has the geological libraries collected by President William B. Rogers and his brother, Prof. Henry D. Rogers.

The Carnegie Library, of Pittsburgh, has a large collection on geology, mineralogy, mineral industry, etc., together with about 2,500 volumes on geology, supplemented by a good collection on mining and metallurgy.

University of Michigan, Ann Arbor, acquired in 1906, as a gift from Mrs. Russell, the private library of the late Prof. Israel O. Russell, comprising 3,000 volumes.

The Seattle (Wash.) Public Library purchased in 1905 the James P. Kimball Collection on geology, mineralogy, and metallurgy containing 2,080 volumes and 2,000 pamphlets. This is especially strong in material on iron-ore deposits. It includes also much material on monetary science.

MINERALOGY.

The Brush Mineralogical Library, Yale University, New Haven, Conn., contains complete sets of the standard mineralogical and related journals, a considerable number of standard works and mineralogical reports, and a pamphlet collection numbering about 2,000. It is quite complete for its special subject.

The National Museum, Washington, D. C., acquired in 1909 by gift from Mr. Wirt Tassin, for several years assistant curator of mineralogy, his collection of 1,000 pamphlets on mineralogy.

PALEONTOLOGY.

The American Museum of Natural History, New York, has 4,700 volumes relating to paleontology; the New York Botanical Garden, 450 volumes relating to paleobotany.

NATURAL HISTORY.

Harvard University Museum of Comparative Zoology, Cambridge, Mass., has 47,952 volumes and 44,369 pamphlets, consisting almost exclusively of works relating to zoology and geology. This library, which is largely the gift of Alexander Agassiz, contains the private libraries of Louis Agassiz, H. A. Hagen, L. G. de Koninck, J. D. Whitney, and Christoph Zimmerman.

The American Museum of Natural History, New York, has collections numbering 60,000 volumes, including 20,000 volumes of society transactions and 672 volumes of scientific voyages. The collections of periodicals in New York relating to this group of subjects are listed in the New York Public Library *Bulletin*, 2:60-84. The New York Society Library has a complete collection of the English editions of White's Natural History of Selborne.

The Illinois State Laboratory of Natural History, Urbana, has a zoological library of about 7,000 volumes and 16,000 pamphlets, which is strong in material dealing with the phylla vermes and arthropoda. It also contains a good working collection on economic entomology.

The library of the United States Department of Agriculture, Washington, D. C., has a large reference collection of books on natural history, microscopy, and biology, and is especially strong in periodicals and publications of societies devoted to these subjects. On natural history it has about 1,300 books and pamphlets; on microscopy, about 350 books and pamphlets.

The Brooklyn (N. Y.) Institute has a "Children's Museum Library" of books on natural history which contains 4,032 volumes, ranging in character from the simplest nature readers for children to technical books and pamphlets for the use of the museum staff.

Western Reserve University, Evanston, Ill., has the private library of Dr. Jared P. Kirtland, which was loaned to the university in 1900. This numbers 2,150 volumes, principally on biology.

University of Pennsylvania, Philadelphia, acquired by bequest the valuable biological library of the late Prof. E. D. Cope, numbering about 3,000 volumes. It is especially rich in works on vertebrate anatomy and paleontology.

MICROSCOPY.

The library of the San Francisco Microscopical Society, on permanent deposit at the University of California, Berkeley, numbers about 1,700 volumes, directly bearing on microscopy and its applications to botany, biology, mineralogy, etc.

BOTANY.

The Missouri Botanical Garden Library, St. Louis, which is primarily devoted to pure and applied botany, is very rich in special monographs and floras, periodicals, the proceedings of learned societies and academies, etc., and comprises in all fields about 25,000 books and 35,000 pamphlets. It has

proceedings of societies as follows: On botany, 441, comprising 6,068 volumes; horticulture, 53, comprising 570 volumes; forestry, 4, comprising 30 volumes. Periodicals: On botany, 553, comprising 4,341 volumes; horticulture, 79, comprising 1,241 volumes; forestry, 9, comprising 73 volumes. These include practically all periodicals on these subjects.

The library of the Gray Herbarium of Harvard University, Cambridge, Mass., contains 12,784 volumes and 10,017 pamphlets, chiefly on systematic botany. The foundation for this collection was the library of the late Prof. Asa Gray. It is especially strong in the classification, gross morphology, and geographic distribution of the flowering plants, ferns, and fern allies.

The New York Botanical Garden library, New York, numbers 16,000 volumes. The periodical collections in New York are listed in the New York Public Library *Bulletin*, 2:18-25.

The library of the United States Department of Agriculture, Washington, D. C., has a valuable collection of botanical works, numbering about 10,000 volumes, and including many old and rare books and periodicals. It is especially strong in economic botany. A catalogue of publications relating to botany, issued in 1902 as Bulletin 42 of the library, forms a work of 242 pages.

Lloyd Library, Cincinnati, has 36,011 volumes on botany, materia medica, and pharmacy.

Bibliographical Contributions from the Lloyd Library as follows:

- No. 1. Catalogue of the Periodical Literature in the Lloyd Library. 80 p.
- No. 2. Bibliography Relating to the Floras of Europe and Great Britain, embracing Botanical Sections K and L of the Lloyd Library. 70 p.
- No. 3. Bibliography Relating to the Floras of Austria, Bohemia, Poland, Hungary, Belgium, Luxemburg, Netherlands, and Switzerland, embracing Botanical section of the Lloyd Library.
- No. 4. Bibliography Relating to the Flora of France, embracing Botanical Section N of the Lloyd Library. p. 135-186.
- No. 5. Bibliography Relating to the Flora of Germany, embracing Botanical Section O of the Lloyd Library. p. 187-260.

REGIONAL.

University of Wyoming, Laramie, has a collection on systematic botany, accumulated particularly with a view to completeness in literature dealing with the plants of the central Rocky Mountain States. It includes complete files of practically all periodicals and all of the floras and manuals that, in whole or part, pertain to the flora of this region.

University of California, Berkeley, has the Brandegee Botanical Library of about 800 volumes, which is particularly devoted to Mexican and Pacific coast botany.

SPECIAL.

University of Minnesota, Minneapolis, has 1,500 volumes on mycology, including the collection of 1,000 volumes presented by Prof. Holway in 1903. This is a good working library for the whole subject, but is especially strong in early literature and in works on the grain rusts.

Amherst College library, Massachusetts, has a collection relating to lichens, presented by the late Prof. Edward Tuckerman, which numbers 275 volumes, including 300 pamphlets bound in 12 volumes.

ZOOLOGY.

The library of the United States Department of Agriculture, Washington, D. C., has large collections of books relating to insects and mammals, and a good reference collection relating to birds and general zoology. The collection of entomological works is especially noteworthy, comprising many rare and valuable books and sets of periodicals as well as a large pamphlet collection. The entomological collection is strongest on the economic side. A catalogue of the entomological literature was issued in 1906 as Bulletin 55 of the library. This contains about 5,600 titles.

The library of the American Museum of Natural History, New York, possesses a very complete collection of zoological works and periodicals, in all about 15,000 volumes, including the library of Dr. S. Lowell Elliot, containing 9,500 volumes, and 3,500 pamphlets. (Files of periodicals in New York are listed in the *New York Public Library Bulletin*, 2: 51-55.) Its collections on marine zoology number 1,250 volumes.

CONCHOLOGY.

American Museum of Natural History, Washington, D. C., in 1901 acquired the library of Frederick A. Constable, containing 200 volumes relating to conchology. Its entire conchological library numbers 1,600 volumes.

The National Museum, Washington, D. C., acquired in 1903, as a gift from Dr. Williams H. Dall, honorary curator of mollusks, his collection of about 1,600 bound volumes and 2,000 pamphlets on the mollusca, a special library of great value accumulated by Dr. Dall during many years of research. This museum also acquired in 1874 the library of John C. Jay, containing 850 volumes relating to conchology.

ICHTHYOLOGY.

Leland Stanford Junior University, California, contains about 6,500 volumes and pamphlets on ichthyology. The library is for the most part the gift of David Starr Jordan, the president of the university.

American Museum of Natural History, New York, has the library of Carson Brevoort, containing 2,083 volumes and 1,000 pamphlets relating chiefly to ichthyology.

ENTOMOLOGY.

American Museum of Natural History, New York, has an entomological library numbering 3,100 volumes, including the collection of Mr. Harry Edwards, acquired in 1892. This contains 500 volumes and 1,200 pamphlets. It is especially strong in the literature of lepidoptera.

Harvard University Museum of Comparative Zoology, Cambridge, Mass., has the entomological libraries of Dr. Christoph Zimmermann and Dr. H. A. Hagen. The serials are practically complete and the collection includes very many of the scarce works of the earlier writers.

The National Museum, Washington, D. C., acquired in 1903, as a gift from Mr. H. G. Hubbard and Mr. E. A. Schwarz, a collection of 300 books and 1,500 pamphlets, having reference mainly to American coleoptera. It has also a complete collection of the entomological writings of Dr. William H. Ashmead.

University of Nebraska Library, Lincoln, has 884 bound volumes on entomology. Note also Samuel H. Scudder, *The entomological libraries of the United States*. 1880. (*Harvard University Library, Bibliographical Contributions*, No. 11.) There is a *Catalogue of publications relating to entomology in the library of Department of Agriculture*. 1906. 562 p. (*Bulletin* 55.)

ORNITHOLOGY.

- The American Museum of Natural History, New York, has an ornithological library numbering 2,200 volumes.
- The Library of Congress, Washington. D. C., has, with few exceptions, all the books and titles cited in Elliott Coues's "List of Faunal Publications Relating to North American Ornithology."
- John Crerar Library, Chicago, Ill., has a collection of some 1,100 volumes on ornithology, the rarer volumes of which are from the libraries of Henry Protesno, of Cincinnati, and the Milnes Edwards Library.
- Leland Stanford Junior University Library, California, contains about 500 volumes on ornithology. The library, known as the Barbara Jordan Library of Birds, was presented by David Starr Jordan, president of the university.
- Baylor University, Waco, Tex., has the J. J. Carroll Collection on ornithology, which is said to include the best collection on Texas ornithology in existence.

ANATOMY.

University of Minnesota, Minneapolis, acquired in 1908 the working library of Prof. Dr. Wilhelm his, of the University of Leipzig, consisting of upward of 8,500 monographs relating to anatomy. About 2,000 authors are represented.

MEDICINE.

- The United States Surgeon General's Library, Washington, D. C., consists of 162,000 volumes, of which 882 volumes relate to Hippocrates; 51 are different editions of the *Opera Omnia*; 433 are editions of separate treatises; and 389 are treatises upon works and doctrines of Hippocrates. See *Index Catalogue*, 1180-95, 16 v., 2d ser., 1896-1910. 15 v. See also *Historical Collection of Medical Classics in the Library of the Surgeon General's Office*, by F. H. Garrison. *Jo. of Am. Med. Assn.* 56: 1785-92. June 17, 1911.
- The Library of Congress, Washington, D. C., acquired in 1882 the library of Dr. J. M. Toner, comprising 27,000 volumes and 12,000 pamphlets. It is strongest in Washingtoniana, biography, particularly of physicians, and in the history of American medicine.
- The library of the New York Academy of Medicine comprises 89,000 volumes. It receives currently more than 1,400 different medical journals. See *A List of Current Medical Periodicals and Allied Serials*. 1910. 31 p. The library embraces the well-known library of the New York Hospital, numbering about 25,000 volumes, which includes the John Watson Collection on medical history. It has also the following: The Dr. Samuel S. Purple Collection of American medical periodicals; the Dr. Freeman J. Bumstead Collection on venereal diseases and syphilis; the Dr. Elisha Harris Collection on sanitary science; the Dr. Rudolph A. Witthaus Collection of medical jurisprudence and toxicology; the Dr. A. Jacobi Collections of anthropological journals.

The library of the Medical Society of the County of Kings, Brooklyn, N. Y., comprises 65,000 volumes. It is especially rich in the medical classics, medical incunabula, and medical history and biography. In 1908 it acquired the library of the noted medical bibliophile, Dr. George Jackson Fisher, containing some 5,000 volumes and including a very full collection on books on teratology. In the department of hygiene, public health, and sanitation the library has the private libraries of Dr. A. N. Bell, editor of the *Sanitarian*, and of Dr. Joseph Jones, former health officer of the port of New Orleans. In 1903 it purchased *en bloc* the library of the physicians to the German Hospital and Dispensary of New York, numbering 7,000 volumes and containing complete files of all the most important German medical periodicals.

The library of the College of Physicians, Philadelphia, has 90,352 volumes and 105,963 pamphlets. It receives currently 900 medical periodicals. Its collections include the Samuel D. Gross surgical library, of 5,128 volumes, and the J. Stockton Hough library, of 3,247 volumes. In surgery it has 3,632 volumes; in ophthalmology, 1,616 volumes; in gynecology, 2,897 volumes; in yellow fever, 700 works; on the American history of vaccination, 250 works.

Hahnemann Medical College, Philadelphia, acquired in 1881 the Paracelsus collection of Dr. Constantine Hering, of Philadelphia, containing about 300 volumes. This is said to be complete for everything by and about Paracelsus. In 1894 it acquired the anatomical library of Dr. A. R. Thomas, containing 250 volumes of the rarer works of the earlier anatomical writers. It has almost all books and pamphlets ever published on homeopathy, including all of Hahnemann's works in the original and many rare German editions of the early homeopathic classics; almost complete sets of every periodical ever published by the homeopathic school; society transactions, hospital and dispensary reports, college announcements, etc.

Johns Hopkins University, Baltimore, Md., has the Warrington Dispensary collection of medical classics, presented in 1906 by Mr. William A. Marburg, of Baltimore. This collection numbers 945 volumes, of which 33 are of the period 1531-1600 and 37 of the period 1601-1650. The greater part of the collection belongs to the second half of the 15th century. See *Raney, M. L., Some Ana of the Marburg Collection, in Johns Hopkins Bulletin 18: 111-19, April, 1907*. It has also the teratological collection, numbering 936 volumes, of Prof. Friedrich Ahfeld, of Marburg University, which was presented by F. M. Jencks, of Baltimore.

The Boston Medical Library has a general medical collection of 66,167 volumes and 37,284 pamphlets. The proportion of periodicals in the whole collection is about two-thirds. Special features of the library are: Anatomy and physiology, 7,608 volumes and 6,084 pamphlets; history of medicine, 1,032 volumes, including the Spring Collection of 300 volumes on English and American medical history; vaccination, 221 volumes and 300 pamphlets, containing original editions of Jenner and including the special collection of Henry Martin on vaccination and inoculation; ophthalmology, 1,410 volumes and 1,143 pamphlets; otology, rhinology, laryngology, 767 volumes; gynecology and obstetrics, 2,671 volumes and 2,500 pamphlets; dermatology, 1,463 volumes and 1,218 pamphlets.

John Crerar Library, Chicago, has in its medical collection the library of Dr. Nicholas Senn, containing some 13,000 volumes and 15,000 pamphlets, including the collection of Dr. DuBois Reymond, of Berlin, on physiology, and that of the late Dr. Baum, of Göttingen, on surgery. The Baum collec-

tion, acquired by Dr. Senn in 1885, numbering 3,000 entries, was especially rich in works of the earlier medical and surgical writers and contained 16 incunabula. See *John Crerar Library. List of Books Exhibited December 3, 1907-January 4, 1908, Including Incunabula and Early Printed Books in the Senn Collection. Chicago. 1907.* This library has also the Martin Collection on gynecology and obstetrics, of 12,000 volumes, which it acquired in 1909. This collection was begun in 1836 by Prof. Edward Martin, and continued by his son, Dr. August Martin.

The Providence (R. I.) Public Library has on deposit in its building the medical library of the Rhode Island Medical Society, containing 22,500 volumes. This library is especially rich in long sets of periodicals and in ophthalmology and gynecology.

PUBLIC HEALTH.

The library of the Minnesota State Board of Health, St. Paul, consists of 4 000 or more books and circulars, most of them bearing on public-health matters, containing reports of various State, provincial, and municipal boards of health, bound periodicals dealing with public-health matters, and books on special subjects, such as communicable diseases, bacteriology, chemistry, sanitary engineering, etc.

PATHOLOGY.

Cornell University Medical College. New York and Ithaca, N. Y., has a collection of pathology numbering over 2,000 volumes and 4,000 pamphlets. The pamphlets are the working library of the late Prof. Birch-Hirschfeld.

SURGERY.

Dartmouth College, Hanover, N. H., acquired in 1909 the library of Phineas S. Conner, late professor of surgery in Dartmouth College, containing between 5,000 and 6,000 books.

Massachusetts General Hospital, Treadwell Library, Boston, contains a collection on surgical anesthesia numbering 4 volumes and 17 pamphlets, with 18 pamphlets on the controversy incident to it.

OPHTHALMOLOGY.

University of Minnesota, Minneapolis, acquired in 1909 the working library of Prof. Dr. Hermann Cohn, of the University of Breslau, consisting of 2,000 monographs on ophthalmology, particularly in its relation to school hygiene.

PHARMACY.

The Lloyd Library, Cincinnati, has a collection of 25,000 volumes and 20,000 pamphlets devoted especially to pharmacy, botany, and to botanic, electric, and Thomsonian medicine. It is especially rich in the literature of mycology, in pharmacopœias and dispensatories, and in the American literature of pharmacy.

Massachusetts College of Pharmacy, Boston, has a general library on chemical, botanical, and pharmaceutical subjects, including the library of Samuel A. D. Sheppard, which was acquired by gift in 1889. The Sheppard Library contains some 3,000 volumes of valuable pharmaceutical, chemical, and botanical literature. An especial feature is the collection of 343 pharmacopœias and 147 dispensatories.

The library of the United States Department of Agriculture, Washington, D. C., has a reference collection of books on pharmacy, including sets of reports of State pharmaceutical societies and pharmacopœias of foreign countries

AGRICULTURE.

The library of the United States Department of Agriculture, Washington, D. C., contains a very large collection of books, both American and foreign, relating to all aspects of agriculture, and including many old and rare books and sets of periodicals, together with approximately complete sets of publications of State agricultural and horticultural and State experiment stations. The collection as a whole is, without doubt, the largest and most nearly complete in the United States. It aggregates 114,000 volumes and pamphlets. See—

Catalogue of Periodicals and Other Serial Publications (exclusive of United States Government publications) in the library. 1901. 362 p. (Bulletin No. 37) Supplement. 1907. 217 p.

List of Periodicals Currently Received in Library. 1909. 72 p. (Bulletin 75.)

References to Literature of Sugar Beet, Exclusive of Works in Foreign Languages. 1897. 9 p. (Bulletin 16.)

Reference List of Publications Relating to Edible and Poisonous Mushrooms. 1898. 16 p. (Bulletin 20.)

List of Publications Relating to Forestry in Department Library. 1898. 93 leaves. (Bulletin 24.)

Berkshire Athenæum, Pittsfield, Mass., has a collection of addresses at agricultural fairs.

GENERAL PLANT CULTURE AND HORTICULTURE.

The Arnold Arboretum, Boston, has a library of more than 24,747 volumes, which is especially rich in books on arboriculture, forestry, and dendrology. It has also a Linnaeus collection numbering 181 volumes.

Boston Horticultural Society Library has a collection numbering 20,000 volumes, confined to horticulture, botany, agriculture, and kindred subjects; it includes nursery-seed and other catalogues, numbering 4,000 in 1892. It specializes also in botanical works with colored plates.

Missouri Botanical Garden, St. Louis, has a large collection of pre-Linnaean works, the foundation for which was laid in the library donated by its owner, the late E. Lewis Sturtevant. A catalogue of the Sturtevant Library has been published in the seventh and fourteenth reports of the Garden. Mr. Sturtevant also presented large collections on landscape gardening and horticulture.

John Crerar Library, Chicago, acquired in 1908 from the estate of the late Edgar Sanders, of Chicago, his collection on floriculture, comprising 200 volumes and a considerable number of pamphlets, some of them rare.

University of California, Berkeley, has about 600 volumes on viticulture, including the more costly and beautiful ampelographies. A considerable portion of the rarer books were acquired at the time the State Viticultural Commission ceased its activities.

For the New York Public Library horticultural periodicals see its *Bulletin*, 2: 26-28.

FORESTRY.

Yale Forest School, New Haven, Conn., has a special library on forestry of 7,000 volumes, containing practically all the important American literature on forestry from the beginning of the movement, and including complete sets of the forestry journals and extensive collections of the lumber journals. It also has a great deal of foreign literature, with most of the German and French forestry journals running back into the 18th century.

The library of the United States Department of Agriculture, Washington, D. C., has probably the largest collection of books on forestry to be found in the United States. The total is 4,000 volumes and pamphlets. It acquired in 1897 the library of Prof. Franz von Baur, containing about 1,700 foreign books on forestry. A list of works on forestry was published in 1898 as Bulletin 24 of the library.

Cornell University State College of Forestry, Ithaca, N. Y., has 1,109 volumes on forestry.

ANIMAL CULTURE.

VETERINARY MEDICINE.

The library of the United States Department of Agriculture, Washington, D. C., has a large collection of books relating to domestic animals and veterinary science, including sets of periodicals. Its set of herd, flock, and stud books is probably the most nearly complete in the country. In all it consists of 7,900 volumes and pamphlets, divided as follows: Veterinary science, 2,100 books and pamphlets; dairying, 1,200 books and pamphlets; herd, flock, and stud books, 2,200 books and pamphlets; domestic animals, 2,400 books and pamphlets.

Ohio State University, Columbus, has a very full collection of herd, flock, and stud books, containing about 1,300 volumes, including records of registration of horses, cattle, sheep, and swine of pure-bred registry associations of America, Great Britain, France, Belgium, and Germany. It has very full American and British records, dating back to the original English Short-horn herdbook published in 1822.

Purdue University, La Fayette, Ind., has a collection of herd records and registers of the various cattle, horse, sheep, and swine breeders' associations of the United States. The total number is 600 volumes.

The Flower Veterinary Library, established in 1897, is the gift of ex-Gov. Flower to Cornell University, Ithaca, N. Y., for the use of the State veterinary college at Cornell University. It includes the collection of about 280 volumes made by Dr. John Busteed, founder of the New York College of Veterinary Surgeons. The Busteed Collection was purchased in 1878.

University of Pennsylvania, Philadelphia, acquired in 1901-2 the veterinary library of the late Dr. Rush Shippen Huidekoper, containing about 2,000 volumes and including all the important periodicals on the subject, together with many general works.

The American Society for the Prevention of Cruelty to Animals, New York, has a library of 3,000 volumes and 4,000 pamphlets.

THE HORSE.

University of Pennsylvania, Philadelphia, acquired in 1894, as a gift, Prof. Fairman Rogers's Collection of works on horses and equitation. The collection contains about 1,000 volumes on all branches of the subject, including breeding, breaking, training, stable management, racing, shoes and shoeing, harnesses, bits and biting, carriages, driving, coach building, laws relating to warrenty, anatomy, physiology, cavalry, veterinary science and dentistry, and stable architecture. Many early books from the 16th century, with curious illustrations, are also included. This was said in 1894 to be the best collection in the United States.

Yale University Library, New Haven, Conn., has a collection of about 425 volumes on the horse, from the 16th century down, presented to the library by Prof. W. H. Brewer. The collection includes some 250 volumes on horse racing and horsemanship, while the others are upon the anatomy of the horse and horse breeding.

FISH CULTURE AND FISHERIES.

The **United States Bureau of Fisheries**, Washington, D. C., has a library of about 27,000 volumes which is composed of very full collections on the following subjects: Ichthyology, fisheries, and fish culture (3,000 volumes), angling, zoology; United States, State, and foreign fish commission reports; and scientific voyages and expeditions.

FISHING.

A record of the **Walton Collection** in the **Lenox Library**, New York, was printed as number 7 of the "Contributions to a Catalogue of the Lenox Library." This collection, which included the **Westwood Library**, numbered some 500 volumes. It was particularly strong in editions of "The Compleat Angler," and other early books on the subject of fishing. The collection was later increased, largely as a result of gifts from the Hon. John L. Cadwalader. A catalogue of the complete collection on the subject of fishing and fish culture was printed in the **New York Public Library**, *Bulletin*, 13:259-307; the works on fish and fisheries were listed in the *Bulletin*, 3:296-312, 334-348.

The **Newberry Library**, Chicago, acquired, in 1893, the library of **Robert Clarke**, of Cincinnati, containing 1,813 volumes and pamphlets relating to fish, fish culture, and angling, and including 71 editions of **Walton and Cotton's Compleat Angler**.

Harvard University, Cambridge, Mass., acquired, in 1892, as a gift from Mr. **John Bartlett** his collection on angling, fishes, and fish culture, numbering 1,014 volumes and 269 pamphlets, including 60 editions of **Walton's Compleat Angler**. See *Bartlett Collection. A list of books on Angling, Fishes, and Fish Culture in Harvard College Library*, by **Louise R. Albee**. 1896. (*Harvard University Library bibliographical contributions*, No. 51.)

WHALING INDUSTRY.

New Bedford (Mass.) Free Public Library has a collection relating to the whaling industry consisting of about 750 titles, which is considered the largest in the world. It includes 204 log books of whaling voyages. See *Collection of books, pamphlets, log books, pictures, etc., illustrating the whale fishery contained in the New Bedford Public Library*. 1907. 13 p.

HUNTING AND GAME PROTECTION.

A list of works in the **New York Public Library** relating to sport, shooting, hunting, etc., was printed in its *Bulletin*, 7:164-186, 201-234. This collection does not include works on fox hunting.

The library of the **United States Department of Agriculture**, Washington, D. C., has a large collection of books on game preservation, including periodicals, reports of game commissioners, and game laws, to the total of about 700 books and pamphlets.

TECHNOLOGY.

Engineering Societies Library, New York, numbers 50,000 volumes and 500 current periodicals, including the collections of the American Institute of Electrical Engineers, the American Society of Mechanical Engineers, and the American Institute of Mining Engineers. A list of the library's files of periodicals now published is given in the American Society of Mechanical Engineers Yearbook, 1912, p. 369-389.

The New York Public Library has about 30,000 volumes on technology, of which about 10,000 are files of technological periodicals. The collection is strongest in the older general engineering works, both civil and military, and in the more recent books in the line of chemical engineering, the iron and steel industries. It contains a selection of textbooks and other similar material that gives the result of research printed in the 19th century. A list of its technical periodicals was printed in its *Bulletin*, 2:408-25, 446-66.

Massachusetts Institute of Technology, Boston, has a collection of civil, mechanical, and sanitary engineering works numbering 14,000 volumes and 5,000 pamphlets. Two hundred and four periodicals and society transactions are currently received.

PATENTS.

The Public Library of the City of Boston has 10,973 volumes of American and foreign patents, enlarged by gifts from the patent offices of each country, by the following number of titles: American, 1,442; English, 7,294; French, 482; German, 1,551.

Franklin Institute Library, Philadelphia, contains 10,294 volumes of records of the patent offices of various countries.

Chicago Public Library has a strong collection on patents, including a complete set of British patents, specifications, and drawings from 1617 to date; also American, French, Canadian, and German patent reports.

The Carnegie Library, of Pittsburgh, patent collection includes complete sets of United States, British, and German patents, and fairly full sets of the patents of Canada, France, Belgium, Switzerland, and a number of other countries.

CIVIL AND MECHANICAL ENGINEERING.

The American Society of Civil Engineers, New York, has a library of 24,155 titles, including 3,754 on waterways, 3,136 on water supply, and 1,315 on sanitation. Of its 5,368 titles on railroads, 402 are on street railroads and 858 on bridges. See its *Catalogue*, 1900-2, 2 v.

The New York Public Library collections on hydraulic engineering were listed in its *Bulletin*, 11:512-52, 565-626; its collections on bridges and viaducts in its *Bulletin*, 9:295-329, August, 1905.

Brown University, Providence, R. I., has the Corthell collection on river and harbor engineering, numbering 7,000 volumes and pamphlets.

Boston Public Library collections on roads are described in its *Bulletin*, No. 99, 1895.

Pittsburgh Carnegie Library collections on floods and flood protection are listed in its *Flood and flood protection*, 1908. 48 p. *Supplement*, 1911. 19 p.

Its collection on steam turbines is given in its *Steam turbines*, 1904. 21 p. St. Louis Public Library contains 785 volumes relating to building.

SANITARY AND MUNICIPAL ENGINEERING.

The Pittsburgh Carnegie Library has published the following catalogues of its collections on this subject: *Smoke Prevention*, 1907, 18 p. *Refuse and Garbage Disposal*, 1909, 39 p. *Sewage Disposal and Treatment*, 1910, 96 p.

ELECTRICITY.

The American Institute of Electrical Engineers library, New York, contains 13,950 books. The library acquired in 1901, as the gift of Dr. Schuyler S. Wheeler, the electrical library of the late Latimer Clark, of London, containing 5,498 books and 91 different periodicals and pamphlets bound in 1,378 volumes; 5 incunabula, 52 books of the 16th century and 44 of the 17th, and works dating from 1700, practically complete, including all English books, old and new, and much of the foreign literature, especially the older and rarer. The Clark Library contains practically every known publication in the English language previous to 1886 on magnetism, electricity, galvanism, the loadstone, the mariner's compass, etc., as well as a unique collection of pamphlets relating to early telegraphy, which in 1897 numbered 125 volumes. This is probably the most nearly complete electrical library in existence. See *Catalogue of the Wheeler gift*. 1909. 2 volumes.

The New York Public Library collections on electrical engineering are listed in its *Bulletin*, 6: 426-62, 481-519, 7: 6-29; its collections on illumination, in its *Bulletin*, 12: 686-734.

John Crerar Library, Chicago, acquired in 1908 from the library of the late Dr. Gustav Wiedemann, of Leipzig, a collection of 4,500 pamphlets on electricity.

United States Naval Academy Library, Annapolis, Md., received in 1899 a collection of 1,231 books relating to the theory of electricity from its earliest mention to 1895, gathered by Park Benjamin, class of 1867, and presented to the library by him. R. M. Thompson, class of 1868, and El J. Berwind, class of 1869, as a memorial of those classes.

Franklin Institute Library, Philadelphia, contains 2,290 volumes relating to electricity and 694 volumes of periodicals.

Pittsburgh Carnegie Library has 1,500 volumes on electricity and electrical engineering, including the trade literature and "house organs" of the leading manufacturers. It has printed the following lists: *Electric Driving in Rolling Mills and Foundries*, 1907. 11 p. *Electric Heating and Cooking*, 1910. 16 p.

MINING AND MINERAL INDUSTRIES.

Massachusetts Institute of Technology, Boston, has 5,000 volumes on mining engineering and metallurgy, including 87 periodicals regularly received.

Pittsburgh Carnegie Library has published the following lists on this subject: *Mica*. 1908. 18 p.; *Sodium Nitrate Industry of Chile*, 1908. 12 p. *Metal Corrosion and Protection*. 1909. 64 p.

CHEMICAL TECHNOLOGY.

The technology department of the Carnegie Library of Pittsburgh contains about 3,600 volumes on chemistry and 3,000 on chemical technology; it is especially strong in periodical literature in English, French, and German, having all standard sets complete. The collections are catalogued in *Classified Catalogue of the Carnegie Library of Pittsburgh, first series, 1895-1902, pt. 4; second series, 1902-1906*.

The library of the United States Department of Agriculture, Washington, D. C., has a good collection of material on chemical technology, especially agricultural chemistry and foods, numbering about 2,000 books and pamphlets.

The Library of Congress, Washington, D. C., has published a list of its books on the iron industry, 1907. 25 p.

FERMENTATION AND BREWING.

The library of the Zymotechnic Institute, Chicago, is complete in works on chemical technology pertaining to the food and drink industry.

Wahl-Henius Institute, Chicago, has about 800 books, bound periodicals, and pamphlets on fermentation industries, chiefly on brewing.

MANUFACTURES.

Carnegie Library of Pittsburgh has a good collection on manufacturing, with special attention to Pittsburgh industries. In 1907 the technology department began the systematic collection and arrangement of the trade literature of manufacturers and dealers. The collection now includes about 3,000 trade catalogues, sets of bulletins, etc., as well as the "house organs" of a large number of firms.

The Free Public Library, of New Bedford, Mass., contains about 350 books on the cotton industry. This is probably the best collection of its kind in the United States. See *A List of Books and Magazine References Bearing on the Cotton Industry, Textiles, and Textile Manufacture*. New and rev. ed. New Bedford, 1905. 21 p.

The Library of Congress, Washington, D. C., has published a list of its books on the production and manufacture of sugar. 1910. 238 p.

Haverhill (Mass.) Public Library is collecting all books written in English on shoes and leather. The collection is described in its *Bulletin*, November, 1908.

Salem (Mass.) Public Library has 402 volumes on cookery and domestic science, including 227 volumes received from Mrs. Thomas Hunt. These are mainly publications of the last 50 years. See its *Bulletin*, May, 1898.

MILITARY SCIENCE.

The United States War Department library, Washington, D. C., contains the following works on military arts and science: General (exclusive of periodicals), 1,387; periodicals, 1,850; armies, organization and distribution, 1,705; administration, 1,443; maintenance and transportation, 460; infantry, 609; cavalry, 271; artillery, 1,494; military engineering, 787; total, 10,006. It also has considerable material on military signaling, numbering about 500 volumes and about 200 pamphlets.

United States Military Academy, West Point, N. Y., has collections on military science numbering 5,337 volumes, divided as follows: Military education, 184; art of war, strategy, etc., 877; infantry, 486; British army, 241; fortifications, 566; history of volunteer regiments 1861-1865, 416; general orders, War Department, 1809-1906, 191; military history, 2,376.

The New York Public Library has a set of British army lists that is almost complete from 1754 to date. Its American Army list lacks but few issues.

John Crerar Library, Chicago, received in 1907 from Dr. Mortimer Frank, of Chicago, a collection of 600 maps of the latter part of the 18th century, including many maps of cities with special reference to their fortification and defense.

Dartmouth College, Hanover, N. H., possesses the military engineering library of Sylvanus Thayer, "father of the United States Military Academy."
The Providence (R. I.) Athenaeum has about 50 books and pamphlets on ballistics, the gift of Col. James M. Ingalls.

NAVAL SCIENCE.

United States Naval Academy Library, Annapolis, Md., contains about 10,000 volumes on naval art and science, divided as follows: Organization and administration, 800; seamanship, 300; ordnance and gunnery, 600; navigation and nautical astronomy, 1,600; shipbuilding, 800; serial publications, 3,000; naval history, 1,500; naval biography, 600; naval and maritime law, 100; naval tactics, 150; nautical dictionaries, 150.

The New York Public Library has about 10,000 volumes on the subject of naval history listed in its *Bulletin*, 8: 261-295, 323-351, 369-393, 423-463, 560-575. A list of works on the subject of naval art and science, navigation, etc., was printed in its *Bulletin*, 11: 239-287, 299-345, 359-398, 420-436. The library also has a set of British navy lists that lacks only about a dozen volumes to make it complete from 1715 to date. The American Navy list also lacks but few issues.

Massachusetts Institute of Technology, Boston, has a library of naval architecture containing 1,500 volumes and pamphlets on naval architecture, shipbuilding, and marine engineering.

The Newberry Library, Chicago, has a French marine collection of 4,100 pieces, including manuscripts, text, drawings, maps, and plates.

BIBLIOGRAPHY AND LIBRARY SCIENCE.

The Library of Congress, Washington, D. C., has over 56,000 volumes in bibliography and library science, including about 35,000 volumes on bibliography in general, with 500 volumes on paleography, and 1,500 volumes on stenography.

WRITING AND PALEOGRAPHY.

The New York Public Library has a unique collection relating to penmanship, presented by G. H. S. Shattuck, which numbers 428 volumes.

The Library of Congress, Washington, D. C., has 500 volumes on paleography.

The Free Library of Philadelphia has made it a point to collect the photographic and other facsimile reprints of medieval manuscripts. Its collection numbers about 500 volumes.

SHORTHAND.

The Library of Congress, Washington, D. C., has a collection of 1,500 volumes on stenography, mainly composed of books published in the United States and representing the modern systems. It is not strong in early material.

The Salem (Mass.) Public Library has a collection on shorthand containing 509 volumes, including the shorthand collection of 224 volumes formerly owned by Mr. Alexander Paterson, of Barnsley, England, presented in 1906 by William H. Gove. The Paterson Collection contains most of the classics of English shorthand in first or early editions, many of which are described in the *Phonetic Journal*. The collection includes also most of the Isaac Pitman publications, among them a complete set of the *Phonetic*

Journal. About 260 volumes out of the whole collection relate to the Isaac Pitman system. The remainder is mainly the "classics of English shorthand;" that is, early editions of the leading systems, such as Bright, Adby, Gurney, Taylor, et al. There are only a few of each author. A few only are publications relating to the systems of the last 50 years.

PRINTING.

The Typographic Library and Museum, Jersey City, N. J., has a collection of about 4,000 volumes relating to the history and practice of typography, printing, type founding, etc., in all countries. The collection includes biographies of printers, examples of printing of all periods, and a collection of prints relating to the same subjects; also publications of printers, societies, books on paper making, first issues of books, magazines, and newspapers in all States of the Union, curiosities of typography, etc. It includes especially the most nearly complete collection of type founders' specimen books of types of all countries, numbering 700 volumes. The collection commences in 1486. Many items are apparently unique. There is also the only attempt at a complete American collection, commencing in 1794. The library also has the most nearly complete collection extant of periodicals in all languages relating to printing, typefounding, engraving, and printers' and publishers' associations. This class of literature commenced in 1834 in Germany; all current periodicals of this class are on file.

The Typothetæ of the City of New York have a special library, which in 1902 numbered 2,000 volumes and 1,000 pamphlets, on printing and the graphic arts. The collection includes that portion of the library of David Wolfe Bruce devoted to mechanical typography, presented in 1894, which contained specimen books of all early type founders as well as those of later date; printers' grammars or manuals of printing in various languages, some very rare. The library also has books of authority and reference useful to the proof reader; a collection of specimen books for different type foundries of America, England, France, and Germany, which is said to be one of the largest on this side of the Atlantic. In addition, it has many files of printing journals, including nearly complete files of the older journals. See *Catalogue of the Books in the Library of the Typothetæ of the City of New York, With a Subject Index*. New York. De Vinne Press. 1896. 176 p.

The Grolier Club, New York, possesses about 9,000 volumes relating to bibliography, typography, and the allied arts, including 1,200 books which serve as examples of typography, bookbinding, etc. Its collection of microscopic books is described in its annual for 1911, p. 121-51, its collection of books on bookbinding in its annual for 1907, p. 115-84.

The Boston Public Library has published a list of its collections on the history and art of printing. See its *List of books on the history and art of printing and some related subjects in the Public Library of the City of Boston and the libraries of Harvard College and the Boston Athenæum*. Boston, 1906. 14 p.

The Newberry Library, Chicago, has 2,712 volumes and pamphlets on printing.

LIBRARY SCIENCE.

University of Michigan, Ann Arbor, has about 1,200 volumes on library science, history, and catalogues of libraries.

The Free Library of Philadelphia has collected over 400 bound volumes of library reports, monthly bulletins, catalogues, etc., and over 3,000 pamphlets.

Illinois University, Urbana, prints a *List of Library Reports and Bulletins*, 1912. 22 p. See its *Bulletin*, v. 9, No. 12.

BIBLIOGRAPHY.

Harvard University, Cambridge, Mass., has given particular attention to procuring catalogues of incunabula and of manuscripts in European libraries. Yale University, New Haven, Conn., has a collection of editions of the *Philobiblon* of Richard de Bury.

Connecticut State Library, Hartford, contains the Charles T. Wells Collection, containing over 1,600 volumes relating to New England and American bibliography.

The Newberry Library, Chicago, has 4,620 volumes and pamphlets on bibliography.

CHRONOLOGICAL LIST OF IMPORTED COLLECTIONS.

By Isadore G. Mudge.

Date.	Collector.	Acquired by—	Subject.	Volumes.	Pamphlets.
1818	Prof. Ebeling, of Hamburg.	Harvard.	American history.	2,200	
1838	Leander Van Ess.	Union Theological Seminary.	Theology.	13,000	
1852	Dr. C. H. Rinck, of Darmstadt.	Lowell Mason; gift to Yale, 1873.	Music.		
1853	August Neander, of Berlin.	Rochester Theological Seminary.	Church history.	4,600	
1854	Prof. J. U. Philo, of Halle.	Yale.	Ecclesiastical history.	4,000	
1856	Prof. G. C. F. Lücke, of Göttingen.	Harvard Divinity School.	Theology.	4,000	
1866	R. J. Van den Meulen, of Amsterdam ("Tank" collection).	State Historical Society of Wisconsin.	Books in Dutch language.	5,000	
1868	Prof. Franz Bopp, of Berlin.	Cornell.	Comparative philology.	2,500	
1869	Johann Schultz.	Northwestern University.	Classics.	11,246	9,000
1871	R. von Mohl.	Yale.	Political science.		
1871	Prof. K. H. Rau, of Heidelberg.	University of Michigan.	Political economy.	6,076	
1876	Bought through B. F. Stevens, of London.	Wesleyan University.	Early history of English Wesleyans.	700	1,000
1882	Dr. J. C. Bluntschli, of Heidelberg.	Johns Hopkins.	Law; Swiss history.	1,800	2,000
1886	Cornelius Walford.	Equitable Life Assurance Society.	Insurance.	4,100	
1887	Dr. Leopold von Ranke, of Berlin.	Syracuse University.	Medieval history.	16,570	3,500
1887	Wilhelm Scherer.	Western Reserve.	Germanic philology and literature.	12,000	
1888	Jules Desmoyers, of Paris.	U. S. Geological Survey.	Geology and paleontology of Europe.	700	2,000
1888	August Reifferscheid.	Lake Forest University.	Classical philology and literature.	4,000	
1888	F. A. Pott, of Halle.	University of Pennsylvania.	Philology.	4,000	
1889	Count Pio Resse.	Newberry Library.	Music.		
1890	Dr. Gustave Bauer, of Leipzig.	Haverford College.	Ecclesiastical history.	8,000	
1892	Dr. Paul de Lagarde, of Berlin.	New York University.	Semitics.	5,256	
1893	Prof. Friedrich Zarncke, of Leipzig.	Cornell.	Germanic philology.	13,000	
1894	W. A. Copinger of the Middle Temple.	General Theological Seminary, New York.	Latin Bibles.	1,364	
1894	Prof. Herman Sauppe, of Göttingen.	Bryn Mawr College.	Classical philology.	9,000	7,000
1895	Prof. Rudolf Hildebrand, of Leipzig.	Leland Stanford University.	Germanic language and literature.	5,652	
1896	Ernst Curtius, of Berlin.	Yale.	Classical archaeology.	3,500	3,300
1896	Prof. Reinhold Bechstein, of Rostock.	University of Pennsylvania.	German language and literature.	15,000	3,000
1896	Count Paul Riant, of Paris.	Yale.	Scandinavian history, etc.	5,000	16,000
1897	Rev. Horatius Bonar.	Cornell.	Hymnology.	224	
1897	Prof. Franz von Bar.	U. S. Department of Agriculture.	Forestry.	1,700	
1897	Thomas W. Stanford, of Melbourne.	Leland Stanford University.	Australia.	2,145	
1898	W. A. Copinger.	Free Library, Philadelphia.	Incunabula.	600	
1898	Geheimer Regierungsrath Schneider.	Northwestern University.	German literature.		
1899	Count Paul Riant.	Harvard.	Ottoman Empire.	7,649	1,100
1901	Latimer Clark, of London.	American Institute of Electrical Engineers.	Electricity.	7,000	
1901	Prince Louis-Lucien Bonaparte.	Newberry Library.	Philology.	16,500	
1901	Francis Hindes Groome, of Edinburgh.	Boston Athenæum.	Gypsies.	131	
1901	Bishop Stubbs, of Oxford.	Congregational Library, Boston.	English history.	6,000	
1902	Privy Councillor Ludwig Wiese.	Cornell.	German school programs.	5,400	
1902	Prof. Birch-Hirschfeld.	Cornell.	Pathology.		
1902	Robert W. Lowe, of London.	Harvard.	Drama.	786	6
1902	Prof. Eisenlohr, of Heidelberg.	Cornell.	Egyptology.	900	
1904	Konrad von Maurer.	Harvard.	German and Scandinavian law and history.	9,937	

CHRONOLOGICAL LIST OF IMPORTED COLLECTIONS—Continued.

Date.	Collector.	Acquired by—	Subject.	Volumes.	Pamphlets.
1903	Dr. Emil Hübner, of Berlin..	New York University...	Classical language and literature.	4,168	2,223
1904	Dr. M. Kayserling, of Budapest.	Hebrew Union College..	Judaica and Hebraica...	3,000	6,000
1904	C. V. Gerritsen, of Amsterdam.	John Crerar Library.....	Sociology and economics	18,000	15,000
1904	Prof. Martin Hattala, of Prague.	Library of Congress.....	Slavic philology.....	1,500	.....
1904	Prof. Karl Weinhold.....	University of California..	German literature.....	6,000	.....
1904	Dr. Albrecht Weber, of Berlin.	Library of Congress.....	Sanscrit.....	3,018	1,002
1905	Willard Fiske.....	Cornell.....	Iceland.....	8,500	.....
1905	do.....	do.....	Petrarch.....	3,500	.....
1905	H. G. Heggwelt, of Christiania.	Augsburg Seminary.....	Scandinavian history and theology	5,000	.....
1905	Henrik Jørgen Huitfeldt Kaas.	Library of Congress.....	Scandinavia.....	5,000	.....
1905	Prof. Richard Heinzel, of Vienna.	George Washington University.	German literature.....	7,500	.....
1906	Alexander Paterson, of Barnesley, England.	Salem Public Library...	Shorthand.....	224	.....
1907	Prof. Curt Wachsmuth, of Leipzig.	George Washington University.	Greek and Roman archaeology.	7,900	.....
1907	Gennadius Vasilievich Yudin.	Library of Congress.....	Russia.....	80,000	.....
1907	Rev. Walter Begley, of East Hyde, England.	Harvard.....	Anagrams.....	.....	.....
1907	Prof. Edouard Koschwitz, of Königsberg.	Dartmouth.....	Romance languages.....	2,000	.....
1908	Señor Montt, of Santiago de Chile.	Harvard.....	South America.....	2,194	1,622
1908	Dr. Gustav Wiedermann, of Leipzig.	John Crerar Library.....	Electricity.....	.....	4,500
1908	Prof. Adolf Kirchhoff, of Berlin.	University of Nevada...	Archæology and epigraphy.	2,200	1,700
1909	Eberhard Schrader.....	General Theological Seminary, New York.	Assyriology.....	2,200	2,500
1910	Bishop Bang, of Christiania..	University of Minnesota.	Scandinavia.....	5,000
1910	Ivan Turgenev.....	Vassar College.....	European history.....	495

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CURRENT EDUCATIONAL TOPICS

No. III

- I. The Duty of the State in the Medical Inspection of Schools; Results
which the Public may Rightfully Expect By F. B. Dresslar
- II. Health Problems in Education By Thomas D. Wood
- III. Sanitation in Rural Communities By Charles E. North



LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, September 9, 1912.

SIR: Probably the most important factor in the education of children is the establishment of their physical health, without which all learning and training must have less value for the individual and for society than they would have with it. Implicitly in the act creating the Bureau of Education and explicitly in recent acts of Congress, investigations in regard to the health of children, the publication of the results of these investigations, and giving such information as will help teachers and school officers in solving the problems of school hygiene and sanitation are made functions of the bureau. The three papers transmitted herewith, written by F. B. Dresslar, Ph. D., specialist in school hygiene and sanitation in this bureau; Thomas D. Wood, M. D., professor of physical education in Columbia University; and Charles E. North, M. D., of New York City, in a very effective way call the attention of teachers, school officers, and parents to the importance of the health of children, and offer many valuable practical suggestions as to the means of preserving it. I am sure they can not fail to be very helpful in suggestions and guidance. I therefore recommend that the three papers be published as a bulletin of this bureau.

Very respectfully,

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

CURRENT EDUCATIONAL TOPICS.

I. THE DUTY OF THE STATE IN THE MEDICAL INSPECTION OF SCHOOLS; RESULTS WHICH THE PUBLIC MAY RIGHTFULLY EXPECT.¹

F. B. DRESSLAR,

Specialist in School Hygiene and Sanitation, Bureau of Education.

There are two main topics in the subject assigned me, viz, the right and duty of the State to institute medical inspection, and the results we have a right to expect from such inspection. I wish to discuss these two topics briefly and in the order named.

First. What right has the State to undertake medical inspection?

The State's vital interest is always the interest of the people; not the interest of the individual alone, but the interest of the individual living and working in harmony and cooperation with other individuals.

Questions of health and vitality are questions which concern the individual at every point. He can reach neither the measure of his own possible success nor the acme of usefulness in society if hindered by disease or handicapped by a defective or enfeebled body. The health and vigor of each individual included in a social group directly or indirectly affect all.

The children must go to school; the laws compel the parents to send them. But how will you guard the child who comes from the clean home and teach the child from the careless home unless the school authorities know the conditions? Even to maintain the dignity of our public schools, to say nothing of the benefit to the children and society, it is incumbent on us to make these schools both a worthy and safe place for children to associate with each other, to learn self-respect, love of justice, fair play, and those fundamental laws of health which are so often neglected.

It is the duty of the State to safeguard its own interests when localities within its borders neglect them. The health of a community is not of local interest merely, but it directly and indirectly affects the general public weal. If a community in a State is inclined

¹ Paper read before the National Education Association, Chicago, Ill., July 11, 1912.

to pollute a stream of water which serves other communities, there is no longer any question of the right of the State to prevent the pollution. If a community through ignorance or carelessness neglects the health of its children while in attendance on schools to which they are compelled to go, the State has not only the right but is in duty bound to protect them as well as to help them. We have long since concluded that the State must, for the sake of its own progress and safety, educate all the children, and only seven States are now without some form of compulsory school attendance laws. We know that physical welfare and mental progress are inseparably related. Furthermore, we know that the public test of the value of any education lies in the added power of helpfulness thus created. The life's work of any individual—and I apply here the larger meaning to "life's work"—is measured by what he can do and by what he is willing to do. I see no real meaning in all our educational striving save as it issues in better and larger service and influence. If an individual is handicapped through physical defect or disease, he is thereby limited in his usefulness. If the State insists on proper mental development, it has an equal right to insist on proper physical development. Indeed, an illiterate individual may be a less serious menace to society than a diseased one who has had the ordinary schooling. If the State has the right to demand mental fitness, it has an equal right to demand physical fitness. If it has the right to prevent the contagion of ignorance, it has an equal right to prevent the contagion of disease and bodily neglect.

If medical inspection of school children is a useful means for conserving, protecting, and developing the health of our children, then it is unqualifiedly the right and duty of the State to foster and develop medical inspection. The chief asset of any State is physical stamina, guided by wholesome, moral ideals and broad-minded intellectual power.

Individual liberty is a fundamental conception in our Government, but individual liberty is bound up with opportunity. That individual liberty which would limit itself is a spurious kind of liberty. Any individual who refuses to enlarge his field of freedom by limiting his personal opportunity is deliberately denying himself the highest type of freedom. If, therefore, it is clear that medical inspection of school children has aided in protecting children and society from disease and the baneful results of defective development, the right to medical inspection is clearly established. I am not afraid of that form of socialistic endeavor which helps all and harms none.

Granted, now, that the State has a right to look after matters pertaining to the health of school children, the next question to arise is this: Has medical inspection as now organized proved useful?

In order to determine with some degree of assurance whether such forms of medical inspection as we have now have been useful in conserving the health and promoting the physical well-being of school children it is necessary to set forth briefly some of the general results attained.

It has been demonstrated again and again, both in this country and foreign lands, that careful inspection of school children has helped to prevent epidemics of contagious diseases. Many cities have gone little further in medical inspection than to make this the chief aim of the work, and this service alone has been worth more than it costs. But since we have learned that even well children may be "carriers" of disease germs, it has become necessary to institute more careful examinations even of well children, in order to remove such "carriers" from contact with other children more susceptible to disease. For example, Dr. Curtis Bland, in a recent report on an epidemic of diphtheria in the town of Greensburg, Ind., says: "Out of a total of 872 cultures taken (from grade and high-school pupils, Sept. 30-Oct. 6, 1911) 288, or 33 per cent, came back positive. * * * All parts of the town were found to be about equally infested with carriers."

Out of 400 "carriers" found in that town of 6,000 people only 4 developed clinical symptoms of the disease. Plainly, under such conditions, the only way to break up an epidemic is to search out the "carriers" among the well people, isolate them, and treat them. He rightly concludes that to fight an epidemic of diphtheria the carriers must be discovered and isolated. To this it might be added that, if an epidemic of diphtheria is to be prevented, carriers must be found before they endanger others. This would be accomplished by adequate medical inspection.

Medical inspection has served the purpose of exposing to us in a glaring way the fact that school conditions are responsible for the progressive development of many defects. A great mass of evidence has been collected showing conclusively that school conditions and school demands tend to develop myopia, scoliosis, anemia, retardation in physical growth and all the ills in its train.

It is true that statistics can be found that will prove or disprove almost anything, and that great caution is needed in arriving at sweeping conclusions. But when careful statistics and common sense tally, as they do in these particulars, the conclusions expressed are warranted. Overcrowding, bad ventilation, unhygienic school desks, poor lighting, a superabundance of writing and book work, together with lack of freedom and opportunity for out-of-door games, or wholesome physical exercise, have furnished unnatural conditions for normal development, and it is unreasonable to expect better results until these conditions are ameliorated.

Medical inspection has made it possible to secure better attendance and fewer interruptions by reason of the consequent decrease in the amount of illness amongst the children. The work of the school nurse, in conjunction with the health officer, has done much to correct defects, interest the home in matters of sanitation, and greatly add to the school life of many children. Schools have been enabled to continue their work even in the presence of an epidemic of contagion, when, through careful inspection, carriers have been detected and isolated. Often, from this point alone, medical inspection has saved more than it cost.

Best of all, where medical inspection has been in the hands of wise and carefully trained men, and where it has been supervised and handled from an educational point of view, it has been an educational agent of great moment. It has served not only to correct faulty school conditions and practices, but likewise to correct unhygienic and unwholesome home conditions. Especially is this true where, through the agency of school nurses, the most effective follow-up work has been done. It has helped to clean up the home, to stimulate parents to give more attention to the food, the clothing, sleeping rooms, and general home sanitation. This phase of the work is just beginning, but its future development will be a powerful agency in home sanitation.

There has been a marvelous increase in the last five years in the number of cities undertaking medical inspection. In many places enthusiasm has outrun good judgment, or at least the work has been undertaken with little understanding of its true purposes, and doctors with no sort of adequate training have been selected to do the work.

Perhaps no title has had so much superstitious power over the people as the title of doctor.

It will do comparatively little good to examine hastily thousands of children and tabulate the defects in impressive columns, unless intelligent steps are taken to prevent such defects, and to correct those already found. And here lies the chief weakness of the work in this country. The findings of untrained and overzealous inspectors are criticized by family physicians who are jealous of what they consider their rights. Opinions clash, and professional jealousy always runs high, especially where scant knowledge is involved, or where financial interests are at stake. Because of these difficulties, Dr. Cabot, of Massachusetts, has claimed that better results in small towns are obtained by the use of trained nurses alone, than have been obtained in large cities where doctors of medicine have been selected to examine the children.

But in many cities there is developing a broad-minded and intelligent policy regarding the purposes of medical inspection.

By the courtesy of Dr. Gallivan, the chief of the division of child hygiene of the Boston Board of Health, I am able to present the following from a report of the work for the 5 months ending February 1 of the present year:

Medical inspection of schools begins at the kindergarten class and ends with the high schools. Of equal importance are the three objects which medical inspection has in view:

1. The detection of communicable diseases and the exclusion from school of every pupil so afflicted.
2. The protection of every pupil in the schools from contagion unrecognized by parent or teacher.
3. The detection of such defects which, if untreated, would result in permanent injury to the pupil.

For the work of school inspection in Boston, 82 physicians are employed under the direction of the board of health. These physicians visit both the public and parochial schools daily. During the five months mentioned, in addition to general inspection, physical examinations were made of 82,224 of the 123,091 children then in school. Of those examined, they found 28,721 free from defect, while 53,503 were found defective, many in more than one way.

The school committee employs nurses to follow out as far as possible the directions of the school inspectors. These nurses visit the homes, consult with parents concerning the treatment the children should have, and if need be, accompany them to physicians, hospitals, or clinics.

But the work of the division of hygiene goes much further:

It is concerned with the physical welfare of every child in Boston from the time of conception up to the age of 16 years.

The work of the division is classified into three subdivisions as follows:

1. Prenatal and post-natal work.
2. Medical inspection of schools.
3. Physical examination of licensed minors.

I have no time to go into further details, but it is evident that here we have a clearly conceived duty regarding the health of the community, far wider than mere medical inspection. Many other cities in the country have, in no uncertain terms, recognized the same duty to the children as well as to the general welfare, and there is no doubt of the fact that we are in the beginning of a comprehensive movement for conserving the physical stamina and preserving the health of our people. But we have scarcely begun. As usual with all beginnings for better things, we are now chiefly engaged in locking barn doors after the horses have been stolen.

We now come to the second main topic, What results may the public rightfully expect of medical inspection of school children?

The public has a right to expect from medical inspection largely what it intelligently demands of it, and according to the sort of support it gives to it. If the public does not know what medical inspection involves in the way of skill, organization, and support, it is likely to get corresponding haphazard results. Some cities are getting excellent results; some are accomplishing comparatively little, simply because some insist on real inspection and examinations by qualified inspectors, while others leave things to chance, and the right chance rarely comes.

Before the public can rightfully expect the best results, it must insist that those who go into the schools to look after the health and normal development of children must be appointed to do this by reason of special fitness. Generally speaking, this has not been the prevailing practice in America, and of course medical inspection has not done its full service under such conditions. Professional jealousy and personal politics have played conspicuous parts in appointments.

We are in need of more health inspectors, those knowing more about education, more about the normal growth and development of children, and especially more about physical education and general hygiene. Our best medical schools should offer courses preparatory to this work. We need more doctors of public health than mere doctors of medicine. Meanwhile, before we can get them, the public must be educated to ask for them and to pay for their services when secured.

The term "medical inspection" is an unfortunate one for designating what should be the chief work of the health officer for schools. School children would need little medicine and less medical advice if we had more sanitarians and doctors of public health to teach them and their parents how to be clean and how to care for their health in every way.

Our system of paying doctors to do something for us when we get sick ought to be largely discarded for the Chinese system of paying them to keep us from getting sick. Our medical inspectors are now largely on the hunt for defects, and they sometimes get so enamored with beautiful cases of diseases that they can not passionately love a case of perfect health and perfect development. The normal with many of them is the abnormal. In proof of this statement, I wish to call attention to the great variations in reports from medical inspectors in different parts of the country, in the same cities and regarding the same children.

In New York City, for example, it was found that two inspectors examining comparable children in the same school reported results differing by 100 per cent. It was also found that some inspectors found few instances of many defects, while others found many instances of practically every defect listed.

It has become clearly evident to those who are critically examining the results of medical inspection that men and women who undertake to supervise the health department of schools must have special training for this work. Neither the narrow specialist nor the general practitioner is necessarily competent to do this work in a satisfactory manner.

The most significant, ultimate good of medical inspection, I believe, will arise from the increased knowledge by the people as a whole concerning the personal care of health. Great numbers of our people are yet in gross ignorance and superstition concerning matters of health and disease. Obituaries are printed in the newspapers of all parts of our country, reading much as follows: "It has pleased an all-wise and divine Providence to take from our midst a youth of great promise," etc. By reading a little further you will see that that divine Providence was a case of typhoid fever, a disease induced by filth. Such obituaries are not only criminally false, they are ungodly, impious, and wicked. They should state that by reason of carelessness, ignorance, and filth a promising life has been sacrificed, to the great displeasure of an all-wise Deity.

There are thousands of people in this country who will not see that vaccination does and will prevent smallpox. They are willing to set all sorts of personal theories and motives against the facts. They do not really know the difference between proof and belief. There are great numbers of intelligent people who have no useful conception of the relation of bacteria to diseases. They are ready, indeed, to assert vigorously that all this talk about germs is just a fad. It does no good simply to decry these conditions. The people must be educated more systematically, persistently, and purposefully in sanitary matters.

Our chief duty lies in removing the causes which contribute to physical unsoundness and disease. As long as we herd our children in schools where they must breathe impure air, bend over insanitary school desks, work at books when they need physical exercise, just so long shall we be paying for our own errors. Medical inspection will not and can not save the children of our great cities from degeneration and disease, unless through this agency we are led to see more clearly the results of unhygienic living.

If medical inspection can make clear our defects and at the same time teach the people the absolute requisites for wholesome living, then a new education will actually begin.

I maintain, therefore, that the chief objects of so-called medical inspection must include the following points:

1. It ought to serve as an efficient means of preventing the spread of contagious diseases, particularly those to which school children are peculiarly susceptible. This will necessitate a careful examina-

tion of all children, especially at the beginning of the school terms, in order both to exclude children who are suffering from contagious or parasitic diseases and those "carriers" who are a menace to others, even though they themselves show no decided effects of the diseases they are capable of disseminating.

2. Medical inspection ought to emphasize in a decided way the especial significance of hygienic conditions in schools. It seems more than foolish to shut up our well children in unventilated and improperly lighted schoolrooms, furnish them no playgrounds, compel them to live a life not in accord with the laws of physical development, and then when they become anemic, nearsighted, and defective make a great stir about special classes for defectives and spend in building special schools money better spent in keeping children well. We must learn that it is far more important to furnish conditions which promote the health and development of well children than it is to make special efforts to care for those who are sick or defective, especially where these defects have been largely induced through neglect.

3. Health officers must know more about education, more about the hygiene of teaching, more about the normal demands of child life; they must possess more ability to work with teachers and the people for the general welfare of the community. A large majority of physicians, those who would not hesitate to undertake the work of supervising the health interests centered in our public schools, are wholly unfit for the place because they know next to nothing of the ideals and methods of modern education, and they are ignorant of their own ignorance. The best results can not obtain under such conditions.

4. We need health officers whose chief delight is in finding and developing beautiful cases of physical perfection rather than in finding some obscure and rare disease.

We need doctors of health, who will be more delighted in exhibiting a large list of healthy, well-developed children than a long list of those who are physically defective and diseased. To be sure they must be able to see defects and diagnose correctly, but their chief emphasis should be in preventive measures. Schoolmen are pretty thoroughly tired of the mere finding of defects; they need more help in preventing them.

We need a combination of the Athenian worship of physical perfection, the enthusiasm and skill of the modern bacteriologist, and the spirit of the teacher whose face is turned toward better things. We need health officers whose philosophy is based on the gospel of physical vigor, on the sanctity of personal purity and the godliness of clean living.

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II. HEALTH PROBLEMS IN EDUCATION.¹

THOMAS D. WOOD, M. D.,

Professor of Physical Education, Columbia University.

The most important of all our national resources is the health of the people. The most valuable asset in this capital of national vitality is the health of the children.

Public education is the logical, the strategic, and the responsible agency of the Nation, of each State, and each community for the conservation and enhancement of the health of the children.

To become an effective instrument for the protection and promotion of child health, it is essential that the school should not only be a sanitary and healthful place for children, but that various agencies in public education should be so organized that each pupil may be given the best possible opportunity to escape disease, and far more

¹ Paper read at the National Council of Education, St. Louis, Mo., February 26, 1912.

to attain in each individual the reasonable best in growth, in development of biologic, intellectual, moral, social, and economic power.

What may the child be allowed to accept in exchange for any actual or vital part of his health? How shall public education account for its stewardship if through ignorance, neglect, or unwisdom any child fails of any essential health value directly or indirectly necessary to insure the future well-being which the school might have secured for the individual?

It can not be taken for granted that school children are healthy. The majority of them are not as healthy as they should or may be.

There are in the schools of the United States to-day approximately 20,000,000 pupils. Extensive observation of child health for 20 years and careful study of statistics and estimation of all conditions lead to the following conclusions:

From 300,000 to 400,000 ($1\frac{1}{2}$ to 2 per cent) of these pupils have organic heart disease.

Probably 1,000,000 at least (5 per cent) have now, or have had, tubercular disease of the lungs.

About 1,000,000 (5 per cent) have spinal curvature, flat-foot, or some other moderate deformity serious enough to interfere to some degree with health.

Over 1,000,000 (5 per cent) have defective hearing.

About 5,000,000 (25 per cent) have defective vision.

About 5,000,000 (25 per cent) are suffering from malnutrition, in many cases due in part at least to one or more of the other defects enumerated.

Over 6,000,000 (30 per cent) have enlarged tonsils, adenoids, or enlarged cervical glands which need attention.

Over 10,000,000 (50 per cent, in some schools as high as 98 per cent) have defective teeth, which are potentially, if not actually, detrimental to health.

Several millions of the children possess each two or more of the handicapping defects.

About 15,000,000 (75 per cent) of the school children in this country need attention to-day for physical defects which are partially or completely remediable.

Pupils need, and are unconsciously calling for, adequate care. Parents are demanding with rapidly increasing conviction and emphasis the service which public education can alone or most advantageously give in relation to child health. Teachers are consciously inadequate to this task of health care, but they are awakening to their responsibility in relation to it.

Physicians are, as a rule, too much occupied with the study and treatment of disease; they have too little time for and too little in-

clination toward the field of preventive medicine, toward the field of child hygiene.

While the human creature has, in part, a different destiny and higher capacities from those of other animals and all other living things, many conditions of his life are precisely or closely like those of the lower and higher forms of animate beings. Yet the human plant, the human flower, and fruit receive less adequate care, relatively, of the fundamental, biological, life and health conditions than any other life species of particular value to mankind. Of the values and attainments dependent upon physical and health care, the human being realizes less, relatively, than any other organic species cultivated by man.

Quite apart from the benefits of eugenics we have little idea as yet of the possibilities of humanity conditioned upon a rational, complete, and constructive hygiene.

If it were possible to estimate accurately the gain to the race and to the Nation in one generation by practicable care of child health, in preventable mortality and morbidity, in escape from helplessness and hopelessness, in improvement of physical, intellectual, and moral worth, of economic and industrial efficiency, of social and civic power, of human satisfaction and happiness, the country would be startled by one of the most stupendous facts in human history and energized into a telling educational reform. In fact, it seems altogether probable that we are to-day in the beginning of this constructive health epoch.

The country is coming rapidly to recognition of the importance of this broader humanistic responsibility of education. Spasmodic, nobly intentioned efforts are being made all over this country to improve the foundations of education, to correct physical weakness in child life.

We have a variety of laws in a number of States providing for elements of supervision and care of child health. Some of these laws are permissive. Some are mandatory. Some are aimed largely at the correction of disease and defects. One or two are wisely and progressively constructive in plan, providing for a care of child health and development which will, if realized, do much to make human education a genuinely successful process.

In about one hundred cities in our country there are about one hundred types of organization for medical inspection and health care of school children. None of the city systems which has been described in print seems wholly satisfactory as a model, although a few localities, both urban and rural, are making efforts in the field of educational hygiene which may well serve as instructive examples.

The Wiesbaden system of medical inspection in Germany stands out as a pioneer model which perhaps is still unsurpassed in the

admirable composition of elements and in the remarkable spirit which has made that city organization so worthily influential as an example in Germany as well as in other countries, including our own.

Noteworthy features in the Wiesbaden system are:

1. The means for securing the cooperation and sympathy of parents and teachers.

2. The completeness of the examination of each pupil.

3. The frequency and regularity of the examination, coming at vital stages of the child's school life.

4. The filing of the health report, a school record, used for reference in connection with the school work of the child.

5. The scientific and educational interest of the doctors, which insures thorough examinations and wins cooperation of teacher and parent.

6. The popular nature of the movement, which has developed among the people and has not been imposed by a central government.

7. The movement is an integral part of the school system and is treated primarily as an educational problem.

Some of the practical, direct, and indirect results of the Wiesbaden system may be stated thus:

1. Children of subnormal type are profitably delayed in entering school.

2. Individual children are made happier and more efficient.

3. Teachers are relieved by special individual adjustment of the weaker children.

To the movement can be traced:

- (a) The formation of special classes for defectives requiring modified treatment.

- (b) Installation of school baths.

- (c) Provision of free meals for school children.

- (d) Establishment of free clinics and dispensaries for treatment of child ailments.

- (e) Organization of outdoor schools for weaker children.

The system is defended on economic grounds as an effective means of preserving and improving social and national efficiency. The spirit in which the personal supervision of the child's health in school should be conducted is well expressed in the following statement, written in characterization of the Wiesbaden organization:

The new education is indeed more personal, but it is more reverent and gentle than the old. Rudeness will wreck all. The human body is not vile. It is the instrument of instruments. The first condition of success is not that the doctor has degrees; it is that he should not offend one of these little ones. The behavior of children—that is not a thing to judge in the first place. To judge is easy, it has been done for ages; to understand is the new task begun very late. Hasty judgment precludes the possibility of complete understanding.

To classify according to health is comparatively easy; it may be done by the three-card system. To classify ability and weakness is not so easy. Each child presents his own problems.

There is a lack to-day of clearly established principles and ideals relating to the health responsibility and health problems of education. There is a lack of reasonable uniformity of standards with reference to scope of work to be done, with reference to relative importance of different aspects of the health field, with reference to division of practical service in the health field between teachers, principals, school nurses, school doctors, teachers of hygiene and physical education, and other special teachers and school officers. There is a lack of desirable uniformity of standards regarding localization of responsibility and authority for health supervision of school children, of forms of cooperation of educational and health boards, of details of cooperation between school and social or philanthropic organizations. There is a lack of clear definition and realization of possible cooperation between school and home affecting the health and general welfare of the child. This last is most important, inasmuch as this educational supervision of child health, if properly carried out, proves to be a natural and effective bond between home and school, providing a basis for vital elements of sympathetic cooperative effort, affecting as well the mental and moral well-being of the child. There is a lack in this country of the inspiration and guidance of a national pronouncement on this subject which shall give assistance somewhat commensurate with certain very effective provisions of the English Education Act, passed by Parliament in 1907. Concerning this the following is said:

This new legislation aims * * * at the physical improvement and, as a natural corollary, the mental and moral improvement of coming generations. It is founded on a recognition of the close connection which exists between the physical and mental conditions of the children and the whole process of education. It recognizes the importance of a satisfactory environment, physical and educational, and, by bringing into greater prominence the effect of environment upon the personality of the individual child, seeks to secure ultimately for every child, normal or defective, conditions of life compatible with that full and effective development of its organic functions, its special senses, and its mental powers which constitute a true education.

This memorandum also states that the work of medical inspection can not be properly accomplished unless—

the teacher, the school nurse (where such exists), and the parents or guardians of the child cooperate heartily with the school medical officer.

What may the National Education Association do through the National Council of Education to further the interests of this health cause?

It seems desirable that, after careful study of the field, cogent recommendations should be formulated which may furnish definite

guidance to States, cities, and rural districts concerning the best practical measures, methods, and forms of organization for the accomplishment of work under all the varying conditions in the health field.

We need new types of educators, physicians, nurses, and parents with more comprehensive and thorough training to provide the requisite care and supervision of childhood with full regard to the preservation and enhancement of health in relation to the even more important faculties and values to be developed in the lives of the young.

Fathers and mothers need to become wise in knowledge of child nature and more skilled in the art of parent craft, which may help the child to realize the best of his possibilities on a sound and cultivated biologic basis.

Superintendents and principals of schools must see clearly through and around this health field, if they are to have true estimation of relative values and are to be able to meet their varied obligations in relation to parents, teachers, and pupils, as well as to board of education and other official bodies which determine the sanction and financial support which are necessary for the practical conduct of the work.

Physicians require for this field of educational hygiene not only medical training and skill, but an understanding of educational principles and methods. The school doctor needs keen insight and sound judgment to enable him to thoroughly understand the child and to help in making the school a healthful place, and at the same time to help in adjusting the individual to the educational process.

There is need of more convincing demonstration of the value of various measures and methods employed for the promotion of child health, so that sufficient money may be appropriated by those who control the public funds.

Educational hygiene includes much more than health examinations for contagious disease and chronic physical defects, although such examinations make the basis for all effective care and adjustment.

Other factors of essential importance in the health field are the following:

(a) Maintenance of sanitary, healthful school environment with clean schoolhouses; abundant light, good air, etc.

(b) Hygienic instruction and school management, with particular attention to the influence of the teacher upon nervous and mental health of pupils.

(c) Effective teaching of health and hygiene to all pupils.

(d) Rational supervision and direction of play, games, athletics, and all healthful and satisfying forms of physical education.

Special features in the schools, or closely related to the schools, which have direct bearing on health include the following: (a) Homes of the pupils; (b) playgrounds and gymnasiums; (c) dental clinics and other medical clinics for children; (d) classes for defectives and cripples; (e) open-air schools.

Improvement in school hygiene involves prominently these factors:

1. Recognition of the extraordinary value of work of school nurses and the employment of nurses in the schools.

2. More comprehensive and thorough training in school hygiene in all normal schools and other institutions for professional education of teachers.

3. Better technical training for school physicians, school nurses, teachers of hygiene and physical education, and other special officers in this field.

4. Requirement that teachers in general shall possess knowledge and skill in various phases of school hygiene and certification of health specialists of different types.

III. SANITATION IN RURAL COMMUNITIES.¹

CHARLES E. NORTH, M. D.,
of New York, N. Y.

The work of sanitation.—The work of sanitation is to prevent the transference of infection from one individual to another individual. There is much mystery in the popular mind as to the meaning of the term "infection"; the words "bacteria" and "germs" have come into popular use, but convey only vague ideas to many of us. It is common knowledge that the living things about us can be divided into the plant kingdom and the animal kingdom. Scientists have decided that bacteria belong to the plant kingdom.

As one walks out into the fields and views the trees, flowers, and the grass, these things do not arouse any alarm. The vegetables in the garden and the flowers growing in the ground are looked upon as entirely harmless, and many of them as most useful to mankind. It is true, however, that here and there a very few may be poisonous. The poison ivy, a few mushrooms, one species of sumac, and possibly a very few other plants are known to be poisonous, but these poisonous plants are very few and very rare. It is remarkable also what a great difference there is in the size of plants. From the giant trees the descent is by degrees to the mosses and to the molds, which are now known to be tiny plants. The microscope reveals a new plant world. The mosses and molds immediately become giants, and

¹ Paper read before the National Education Association at Chicago, Ill., July 11, 1912.

through the microscope we see numerous smaller plants. The smallest of all are the bacteria. Some of these are so tiny that through the most powerful microscope they appear only as a minute speck or dot. There are hundreds and perhaps thousands of varieties of these tiny microscopic plants called bacteria. Among them, just as among the large plants of which we have spoken, there are very few which are poisonous. Thus tuberculosis and typhoid and diphtheria are each caused by a small poisonous plant. The other diseases called infectious are caused by other varieties of these small poisonous plants, but the great majority of bacteria are entirely harmless and some of them, in fact, seem quite useful and necessary to the welfare of human beings.

The giant trees are historically among the youngest of plants. The most ancient of all plants the scientists tell us are the bacteria. They are the ancestors of all other forms of vegetable life, and the numerous plants and trees which we now see are the direct descendants of ancient bacteria. When plants alone were living on earth, before animals were created, there was no tuberculosis or typhoid or diphtheria, but after animals and men appeared some of the tiny plants accidentally took up their residence in the noses and throats and intestines of men. It was a startling event when these plants learned how to live and grow inside of animals, for when they did so infectious diseases began.

At present there are many men, women, and children in whom these plants have taken up their residence. In fact, having once learned how to grow in animals many of them have entirely lost their power of growing anywhere else, and can not live at all without the warmth and nourishment which they receive in living persons.

Tuberculosis is caused by the tubercle bacillus—a tiny plant which centuries ago took up its residence in human beings and animals, and it has become acclimated so that now it can be grown only with the greatest difficulty outside of the body, and only when the body conditions have been imitated in the laboratory. Out of doors this tiny plant will not grow at all, but soon dies. The same thing is true of the typhoid bacillus, of the diphtheria bacillus, and of the other kinds of bacteria causing infectious diseases. They will live when in men and animals, and under special laboratory conditions, but soon die when exposed to out-of-door conditions.

The existence of these plants is continued from generation to generation only because certain men and animals in whom they live pass them on to other men and other animals by a transference which may be direct or indirect. Thus we have with us people who are carriers of the tubercle bacillus, and people who are carriers of the typhoid bacillus, and people who are carriers of diphtheria bacillus, both children and adults, and these persons, through ignorance and

carelessness, transfer the bacteria which they are carrying to others who have been free from them, and in this way the infectious diseases are continued from year to year and from generation to generation.

The practicing sanitarian has numerous illustrations of this fact. In one of my own recent investigations I was called to the Adirondack Mountains to inquire into the cause of an outbreak of typhoid fever in a summer colony of some of the wealthiest people of New York City. During two months 27 cases of typhoid fever had broken out in the camp. The cause was mysterious. All ordinary sources of the disease were investigated without result. It was only after 6 weeks of study that the discovery was made that one of the guides employed at the camp was the carrier of typhoid bacteria. This man was over 70 years of age and appeared to be in perfect health. He had no recollection of ever having typhoid fever, yet his system was so badly infected with these plants that he was discharging them in enormous numbers every day. He was the undoubted cause of not only 27 cases and 3 deaths which had occurred in the last outbreak, but of 8 cases which had occurred at the same camp in previous years. It is assumed that there are now 18,000 persons in the United States, apparently in perfect condition physically, who carry typhoid bacteria in their bodies and who are the cause of the annual outbreaks of typhoid fever from which this country suffers.

It is an old superstition that certain houses are haunted with tuberculosis. It has been said that in country districts members of certain families who have lived in the same house for generations had tuberculosis, while people in other families were free from the disease. We now know that it is not the house itself which must be feared, but the people who live in it. While it is true that the bacteria of tuberculosis may remain alive for a certain length of time after they are discharged on the ground or on the floor of a house, yet their life is comparatively short, and they are quickly killed by sunlight and by external conditions. Bacteria are to be feared most in a fresh condition, and when the transfer takes place from person to person it is, as a rule, by direct contact or by contact with something which has very recently received infection. In the case of tuberculosis, the use of spoons, drinking cups, and handkerchiefs is a common means of transfer, or the direct breathing of air which has been recently polluted by the coughing or sneezing of infected persons. In a similar manner the transference of other infectious diseases takes place.

The work of sanitation consists in preventing this transference. Sanitation aims to protect the child and the adult who are free from infectious diseases against the transfer of bacteria from children and adults who are carriers of bacteria. Sanitary science has prompted a study of all of the channels, both direct and indirect,

through which such transfers take place, and of the best means for their prevention.

Conditions in rural communities.—Of the population of the United States, 66 per cent live in rural communities and 34 per cent live in large cities. About 1,500,000 people die each year in the United States, and about 3,000,000 are sick but do not die. About 630,000 people die each year in the United States from infectious diseases. This literally means that this number of persons are poisoned to death by the growth of bacteria. Their deaths would not have occurred if the bacteria had not taken up their residence in them. The death rate in rural districts is slightly less than the death rate in cities, for in country districts out of each 100,000 persons 1,400 die each year, while in cities out of an equal number 1,650 die each year. Out of a rural population of about 60,000,000 about 400,000 persons are killed by infectious diseases.

Theoretically, life in the country is more natural and healthful than city life. Air is better; food is fresher; there is less noise, smaller tax on the nervous system, and other conditions which warrant the statement that country life is healthier. Man is, in fact, an outdoor animal, and city life in a broad sense is artificial life, but the dwellers in rural districts fail, through their own ignorance and carelessness, to obtain the full benefit of their natural surroundings. Studies of the water supply of farms, both in Canada and in the United States, show that 60 per cent of the wells are polluted with house and barnyard drainage. The milk supplied, while fresh, too often has its source in tuberculous cows and is produced under insanitary conditions. Disposal of human and animal waste products is commonly primitive, and these products are, as a rule, exposed to flies in a manner that makes easy the transfer of bacteria to the house and to the food of its occupants. Sleeping with closed windows is common, and house air in the country is often worse than house air in the city. Cellars are damp and improperly drained. The common drinking cup or dipper is a regular institution, and so is the roller towel. Hot water is scarce, and consequently the dish-washing process suffers. As a consequence of these things, even in the country there is an abundance of infectious diseases.

In rural districts, in each 100,000 inhabitants, bacteria of tuberculosis kill each year 136; bacteria of intestinal inflammations, including infant diarrhea and all other forms of intestinal diseases, not including typhoid, kill 97; bacteria causing bronchitis and influenza kill 90; bacteria of pneumonia, 83; the typhoid bacillus kills 24; and the diphtheria bacillus kills 17; the bacteria of whooping cough kill 12; bacteria of scarlet fever (undiscovered) kill 8; bacteria of measles (undiscovered) kill 8; and there are other infectious diseases of lesser importance.

The conditions in rural communities differ from those in cities most markedly in respect to sanitary precaution. The concentration of dwellings and of people in cities has compelled attention to public-health matters, so that money and organizations are employed and rules and regulations enforced which have as their object the protection of the inhabitants against transfer of infection through water, milk, waste products, etc. On the other hand, in country districts the population is so scattered that there is less community of interest. In agricultural districts each farm is almost an independent social unit, and has its own water supply, milk supply, and sewerage system. Its sanitary conditions are whatever the proprietor chooses to make them. Public-health supervision over sanitary matters is, at best, but slight, and in the greater part of the country it is entirely lacking. Rural districts do not lend themselves to the influence of public-health authorities as urban conditions do, and consequently there has been a much greater reduction in the death rate in cities during the past few decades than in rural communities. It seems obvious that, since the most prominent characteristic of rural life is the independent position of the farmer, more is to be gained by direct appeal to his own intelligence than by official supervision. In other words, the key to the improvement of sanitary conditions in the country lies in public education.

The country school-teacher as a public-health educator.—The intellectual authority, as well as the social leader, in rural districts is, or should be, the country school-teacher. No element of society is in a position to wield greater influence than teachers in matters which pertain to social welfare. The movement toward better conditions of life has been carried to such a point that it has penetrated the educational systems in our cities, and is rapidly gaining an important place in public-school work. Beginning with personal hygiene and medical inspection, public-health work in city schools will soon reach a point where the art of clean living will be taught; a child will learn the value of self-care in the matter of contracting infectious diseases. In rural schools, however, the movement has not gathered such headway. The teaching of physiology in the village school may satisfy the curiosity of children as to their internal organs, but it does not in any way protect them against bovine tuberculosis, from contaminated milk, or against typhoid from impure water. The rising generation has a right to be instructed in the first principles of sanitary science. This knowledge is even more important than the knowledge of physiology.

It might seem at first thought that the subject of public health is too difficult to be taught in the district school, but there is no subject that lends itself so readily to popular interest and to the interest

of children. Such a simple matter as washing the hands may be made a matter of the greatest interest when studied with reference to bacteria. A demonstration of bacteria by the use of glass plates and simple culture media is extremely simple, and it arouses the greatest interest in youthful minds. The microscope is always an instrument which excites curiosity and it can be used to illustrate many sanitary lessons. Personal cleanliness, purity of food and of drinks, the nature of disease, and the methods of transference are all things which can be expressed in the simplest terms and made clear to the understanding of children. The subject of water and its sources, its evaporation by the sun, its precipitation as rain, and its courses through the earth can easily be made of interest. Milk, its value as a food, the fact that it is highly appreciated by bacteria, and that it is therefore necessary to protect it against them—these things are not too difficult for the child to understand. It is not hard to explain cold in the head and sore throat caused by the growth of bacteria on the surface of the mucous membranes, and the danger to others of these bacteria when discharged in coughing and sneezing.

But such work as this demands preliminary training. If the country school-teacher is to be armed with the knowledge of sanitary science, she must find it in the normal school and teachers' college. The normal schools and teachers' colleges should have regular courses in public-health work. We are dealing here, not with a merely academic subject, but with something vital in importance, something which means the lengthening of life and the reduction of the death rate to the people among whom the teacher is to practice her profession.

As a movement, interest in public-health matters has gathered tremendous force in the past 10 years. In the majority of cities it is now thought necessary to appoint to the position of public-health officer a man who knows something of medicine and of sanitation. Three of our great universities offer degrees for those specializing in public-health work. Philanthropists, social workers, and engineers have already undertaken extensive enterprises in this field of work. Among educators, however, but little has been done. * * *

Results.—The possibilities of such work are not vague, but have actually been set down in figures by students of vital statistics. In the report of the National Conservation Commission, made by a committee of 100, it is stated that the average length of life of the inhabitants of the United States is now 45 years (100 years ago the average length of life in Europe was less than one-half of this). It is estimated that if sanitation were enforced the span of life would be prolonged by about 15 years, so that the average length of life would be 60 years. It is estimated that 75 per cent of deaths from

tuberculosis, 45 per cent of lobar pneumonia, 50 per cent of broncho-pneumonia, 85 per cent of typhoid fever, 60 per cent of deaths from infantile diarrhea, and 70 per cent of deaths from meningitis would be prevented simply by insistence by the public on pure milk and pure water and pure air. In rural communities annually 400,000 people die and about 2,000,000 persons are seriously ill from infectious diseases. If only one-half of these deaths and cases of sickness can be eliminated, it means that an immense field of useful work lies at the hand of the country school-teacher who will become a public-health educator, and will instruct the children and the mothers and fathers how to prevent the transference of poisonous bacteria from those who carry them to those who do not.



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LIST OF PUBLICATIONS
OF THE UNITED STATES
BUREAU OF EDUCATION
AVAILABLE FOR FREE DISTRIBUTION

SEPTEMBER, 1912



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EXPLANATORY NOTE.

This bulletin names and describes the publications of the Bureau of Education which, at the time of its compilation (September, 1912), are available for free distribution by this office. Requests for titles from this list will be filled as long as the publications desired continue in stock. Many publications of the bureau, which can no longer be supplied by this office, may be purchased from the Superintendent of Documents, Washington, and are named in his Price List 31, Government publications relating to education. For a complete record of publications of this bureau, 1867-1910, its Bulletin, 1910, No. 3, should be consulted.

Publications in the following list should be ordered by publication number, which precedes each main entry and is also given in parentheses after titles of reprints in the tables of contents of the reports. Separates of chapters or of sections of the reports should be requested by chapter number, or by title. From the report for 1894-95 to that for 1911, inclusive, the commissioner's introduction and individual chapters listed can at present be supplied in separate form, except in cases indicated by an asterisk (*), which precedes sections and chapters not available for free distribution. No sections or chapters from reports prior to that for 1894-95 can be separately furnished, excepting reprints which are specifically mentioned in Part IV of this list.

Many of these publications are of great value to teachers, students of education, librarians, and people having a general interest in education and the improvement of public and private schools.

LIST OF PUBLICATIONS OF THE UNITED STATES BUREAU OF EDUCATION AVAILABLE FOR FREE DISTRIBUTION, SEPTEMBER, 1912.

I. ANNUAL STATEMENTS OF THE COMMISSIONER.

[An account of the operations of the Bureau for each fiscal year.]

180.	1891	(Harris)	Washington, 1891.	21 p.
189.	1892	(Harris)	Washington, 1892.	21 p.
230.	1896	(Harris)	Washington, 1896.	31 p.
245.	1898	(Harris)	Washington, 1898.	32 p.
259.	1899	(Harris)	Washington, 1899.	47 p.
266.	1900	(Harris)	Washington, 1900.	49 p.
277.	1901	(Harris)	Washington, 1901.	45 p.
285.	1902	(Harris)	Washington, 1902.	41 p.
333.	1903	(Harris)	Washington, 1903.	39 p.
351.	1905	(Harris)	Washington, 1905.	48 p.
378.	1907	(Brown)	Washington, 1907.	18 p.
413.	1909	(Brown)	Washington, 1909.	14 p.

II. ANNUAL REPORTS.

5. 1872 (Eaton) Washington, 1873. lxxxviii, 1018 p.

CONTENTS: Report of the Commissioner of education, p. l-lxxxviii. Appendix: [1] Abstracts of the official reports of school officers of states, territories, and cities, with other additional information, p. 3-404. [2] General condition of education among the Indians, p. 405-418. [3] Educational conventions and institutes, p. 419-429. [4] Education of the deaf and dumb, p. 430-432. [5] Education of the blind, p. 433-436. [6] Annual review of education in foreign countries, p. 437-564. [7] C. J. Lyons: Education in the Hawaiian islands, p. 567-571. [8] Edward Jarvis: The value of common-school education to common labor, p. 572-585. [9] E. D. Mansfield: The relation between crime and education, p. 586-585. [10] E. D. Mansfield: The relation between education and pauperism, p. 596-602. [11] M. B. Anderson: Suggestions respecting art-training in American colleges, p. 603-607. [12] Educational statistics for the year 1872, p. 608-940. [13] Statistics derived from the census of 1870, p. 941-997.

11. 1878 (Eaton) Washington, 1880. cci, 730 p.

CONTENTS: Report of the Commissioner of education, p. vii-cci. [Appendix: 1] Abstracts of the official reports of the school officers of states, territories, and cities, with other additional information, p. 5-296. [2] Educational associations, p. 297-301. [3] Education in Sunday schools, p. 302. [4] Statistics of education for the year 1878, p. 303-721.

14. 1881 (Eaton) Washington, 1883. cclxxvii, 840 p.

CONTENTS: Report of the Commissioner of education, p. v-cclxxvii. [Appendix: 1] Abstracts of the official reports of the school officers of states, territories, and cities, with other additional information, p. 4-307. [2] Educational associations and conventions, p. 308-318. [3] Statistics of education for the year 1881, p. 319-831.

16. 1883-84 (Eaton) Washington, 1885. cclxxi, 943 p.

CONTENTS: Report of the Commissioner of education, p. v-cclxxi. [Appendix: 1] Abstracts of the official reports of the school officers of states, territories, and cities, with other additional information, p. 4-309. [2] Educational associations and conventions, p. 310-314. [3] Statistics of education for the year 1884, p. 315-935.

17. 1884-85 (Eaton) Washington, 1886. cccxvii, 848 p.

CONTENTS: Report of the Commissioner of education, p. v-cccxvii. [Appendix: 1] Abstracts of the official reports of the school officers of states, territories, and cities, with other information, p. 4-317. [2] Educational associations and conventions, p. 318-325. [3] Statistics of education for the year 1884-85, p. 328-337. (Statistics of public libraries in the United States, p. 661-782. Reprinted, with p. cccxix-cccxxx, pub. no. 143.)

18. 1885-86 (Dawson) Washington, 1887. xxi, 792 p.

CONTENTS: Report of the Commissioner of education, p. ix-xxi. Appendices: [1] State school systems, including Summary of constitutional and legal provisions relating to education in the several states and territories, p. 5-214. [2] City-school systems, p. 217-304. [3] Training of teachers, p. 307-330. [4] Kindergartens, p. 333-356. [5] Secondary instruction, p. 359-436. [6] Superior and professional instruction, p. 439-593. [7] Special training, p. 596-629. [8] Education of special classes, p. 632-660. [9] Miscellaneous (educational benefactions, publications, and periodicals; public libraries, necrology) p. 662-721. [10] Education in foreign countries, p. 723-740. [11] H. B. Adams: The promotion of higher political education, p. 743-747. [12] H. B. Adams: University extension in England, p. 748-749. [13] Schools in Alaska, p. 756-758.

19. 1886-87 (Dawson) Washington, 1888. 1170 p.

CONTENTS (chapters): 1. The Commissioner's statement, p. 11-49. 2. Statistics of state common-school systems, p. 51-93. 3. Digests of state school reports, p. 94-172. 4. Discussions of educational questions by state superintendents and others, p. 173-222. 5. City-school systems, p. 223-395. 6. Training of teachers, p. 396-465. 7. Kindergartens, p. 466-483. 8. Secondary instruction, p. 494-641. 9. Superior instruction, p. 642-734. 10. Professional instruction, p. 735-775. 11. Degrees conferred, p. 776-781. 12. Manual and industrial training, p. 782-800. 13. Business colleges; nurses' training schools, p. 800-817. 14. Training of special classes, p. 818-881. 15. Noteworthy gifts and bequests to education, p. 882-887. 16. Obituary list of notable educators and benefactors to education, p. 888-893. 17. Educational associations and conventions, p. 894-900. 18. Libraries in the United States, p. 901-972. 19. Educational periodicals, p. 973-979. 20. Education in foreign countries, p. 980-1004. 21. Papers on educational subjects—C. W. Eliot: Can school programmes be shortened and enriched? p. 1006-1014. J. W. Holcombe: The high-school question, p. 1015-1017. George Stewart: The *raison d'être* of the public high school, p. 1017-1022. Charles Warren: Medical colleges and the medical profession, p. 1023-1030. 22. Index to the publications of the United States Bureau of Education, from 1868 to 1887, p. 1031-1108.

181. 1888-89 (Harris) Washington, 1891. V. 1, ix, 669 p.

182. Same. V. 2, vi, 671-1669 p.

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183. Part I of the Report of the Commissioner of education for the year 1888-89, with the Commissioner's introduction and table of contents of Parts I, II, III. Special edition. Washington, 1891. lix, 274 p.
198. 1889-90 (Harris) Washington, 1893. V. 1, xxii, 601 p.
199. Same. V. 2, vii, 603-1724 p.

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207. 1890-91 (Harris) Washington, 1894. V. 1, xxx, 654 p. (not available as volume).
208. Same. V. 2, 655-1549 p.

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211. 1891-92 (Harris) Washington, 1894. V. 1, xxviii, 636 p.
212. Same. V. 2, v, 637-1294 p.

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217. 1892-93 (Harris) Washington, 1895. V. 1, lx, 1224 p.

218. Same. V. 2, v, 1225-2153 p.

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221. 1893-94 (Harris) Washington, 1896. V. 1, xlvii, 1061 p. (not available as volume).

222. Same. V. 2, 1063-2290 p.

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227. 1894-95 (Harris) Washington, 1896. V. 1, lvii, 1152 p. (not available as volume).

228. Same. V. 2, v, 1153-2314 p. (not available as volume).

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233. 1895-96 (Harris) Washington, 1897. V. 1, lxxv, 965 p. (not available as volume).

234. Same. V. 2, vii, 967-2173 p.

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238. 1896-97. (Harris) Washington, 1898. V. 1, lxxx, 1136 p. (not available as volume).

239. Same. V. 2, vii, 1137-2390 p.

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257. 1897-98. (Harris) Washington, 1899. V. 1, cxx, 1280 p. (not available as volume).

258. Same. V. 2, vii, 1281-2640 p. (not available as volume).

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[Chapter 11 deals with an important historical topic; chapter 13 traces English, French, and German influence on American education.]

260. 1898-99. (Harris) Washington, 1900. V. 1, xcii, 1248 p.

261. Same. V. 2, viii, 1249-2518 p.

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275. 1899-1900 (Harris) Washington, 1901. V. 1, lxxx, 1280 p.

276. Same. V. 2, vii, 1281-2648 p.

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Volume 2. 22. H. R. Willard: Contributions to the history of the Hopkins grammar school, New Haven, Conn., 1660 to 1900, p. 1281-1296. 23. Daniel Quinn: The language question in Greece and some reflections suggested by it, p. 1297-1319. 24. G. W. Atherton: The legislative career of Justin S. Morrill, p. 1321-1335. *25. Miscellaneous educational topics, p. 1337-1387. 26. Educational matters of interest in various states, p. 1389-1422. *27. Consular reports, p. 1423-1480. 28. L. F. Ward: Sociology at the Paris exposition of 1900, p. 1451-1593. *29. Education in the Philippines, Cuba, Porto Rico, Hawaii, and Samoa, p. 1595-1669. 30. Education at the Paris exposition, p. 1661-1709. 31. Education in France, p. 1711-1732. *32. Sheldon Jackson: Report on education in Alaska, p. 1733-1762. *33. Sheldon Jackson: Tenth annual report on the introduction of domestic reindeer into Alaska, p. 1763-1785. 34. City school systems, p. 1787-1854. *35. Institutions for higher education, p. 1855-1957. *36. Professional schools, p. 1959-2029. 37. Agricultural and mechanical colleges, p. 2031-2065. 38. Statistics of normal schools, p. 2067-2117. *39. Statistics of secondary schools, p. 2119-2436. 40. Manual and industrial training, p. 2437-2467. 41. Commercial and business schools, p. 2469-2499. 42. Education of the colored race, p. 2501-2531. 43. Statistics of reform schools, p. 2533-2539. 44. Schools for the defective classes, p. 2541-2562. 45. Statistics of public kindergartens, p. 2563-2568. *46. Current topics, p. 2569-2614. *47. Statistics of elementary education in foreign countries, p. 2615-2621.

[Chapter 2, The development of English secondary schools for boys, is in two parts—1, From the fourteenth to the nineteenth century; 2, The century of reform. Chapter 3, Truant schools, is both historical and descriptive. Chapter 8, Papers of the Department of superintendence, 1900, contains: N. M. Butler, Status of education at the close of the century; Aaron Gove, The trail of the city superintendent; E. A. Alderman, Obligations and opportunities of scholarship; W. O. Atwater, Alcohol physiology and superintendence. The section of education at the Paris exposition of 1900 is described in chapter 30.]

287. 1900-1901 (Harris) Washington, 1902. V. 1, cxii, 1216 p.

288. Same. V. 2, vii, 1217-2512 p.

CONTENTS: Volume 1. *The Commissioner's introduction, p. ix-cxii. Chapters: 1. Education in central Europe, p. 1-128. 2. Mary L. Hinedale: A legislative history of the public school system of the state of Ohio, p. 129-159. *3. Consolidation of schools and transportation of pupils, p. 161-213. *4. American industrial education: What shall it be? p. 215-234. *5. Educational pathology, p. 235-262. 6. Patrick Geddes: International association for the advancement of science, arts, and education, p. 263-304. *7. Educational training for railroad service, p. 305-323. 8. Frederic Burk: From fundamental to accessory in the development of the nervous system and of movements, p. 325-344. 9. H. S. Curtis: Inhibition, p. 345-356. *10. A. D. Mayo: The common school in the Southern states beyond the Mississippi river, from 1830-1860, p. 357-401. *11. Common school education in the South from the beginning of the Civil war to 1870-1876, p. 403-490. *12. E. S. Joyner: Letter concerning the establishment of a normal school for the women of Virginia, p. 491-507. 13. Education in the South, p. 509-530. *14. L. Viereck: German instruction in American schools, p. 531-706. *15. The first comprehensive attempts at child study, p. 709-729. *16. Kelly Miller: The education of the negro, p. 731-859. 17. Foster Watson: Notices of some early English writers on education, p. 861-884. 18. Third annual conference of the Association of Catholic colleges, p. 885-938. 19. Education in Great Britain and Ireland, 1900-1901, p. 939-1008. *20. C. W. Dabney: The public school problem in the South, p. 1009-1026. *21. Temperance instruction, p. 1027-1050. 22. C. D. Walcott: Relations of the National government to higher education and research, p. 1051-1065. 23. The Carnegie institution of Washington, D. C., p. 1067-1080. 24.

Education in France, p. 1061-1136. 25. Higher commercial education, p. 1137-1182. 26. List of educational periodicals in the United States, p. 1183-1187. 27. Educational directory, p. 1189-1216.

Volume 2. *28. Coeducation of the sexes in the United States, p. 1217-1315. *29. F. W. Atkinson: The present educational movement in the Philippine Islands, p. 1317-1440. 30. Foreign universities and other foreign institutions of higher education, p. 1441-1457. 31. Sheldon Jackson: Report on education in Alaska, p. 1459-1480. 32. Sheldon Jackson: Eleventh annual report on the introduction of domestic reindeer into Alaska, p. 1481-1498. 33. Consular reports, p. 1499-1525. 34. City school systems, p. 1527-1610. *35. Universities, colleges and technological schools, p. 1611-1730. *36. Statistics of professional and allied schools, p. 1731-1800. 37. Agricultural and mechanical colleges, p. 1801-1841. 38. Statistics of normal schools, p. 1843-1901. 39. Statistics of secondary schools, p. 1903-2230. 40. Manual and industrial training, p. 2231-2268. 41. Commercial and business schools, p. 2269-2297. 42. Education of the colored race, p. 2299-2331. 43. Statistics of reform schools, p. 2333-2349. 44. Schools for the defective classes, p. 2351-2376. *45. Instruction in mining engineering, p. 2377-2394. *46. Current topics, p. 2395-2415. *47. Miscellaneous educational topics, p. 2417-2486.

[Chapter 2 is of special interest to teachers in Ohio. The following addresses, delivered at the tenth annual meeting of the Southern educational association, December, 1900, are contained in chapter 13: G. T. Winston, Industrial education and the New South; C. W. Dabney, Education and production; R. B. Barringer, Negro education in the South—Julius Dreher, Reply; H. B. Frissell, Discussion—P. B. Barringer, Reply.]

329. 1902 (Harris) Washington, 1903. V. 1, cxii, 1176 p.

330. Same. V. 2, vii, 1177-2447 p.

CONTENTS: Volume 1. The Commissioner's introduction, with statistics of state school systems, p. ix-cxii (pub. no. 296). Chapters: 1. General laws relating to agricultural and mechanical land-grant colleges, p. 1-90. *2. F. N. Thorpe: Franklin's influence in American education, p. 91-190. *3. The college-bred negro, p. 191-229. 4. Francis Wayland Parker and his work for education, p. 231-284. *5. A. D. Mayo: The work of certain northern churches in the education of the freedmen, 1861-1900, p. 285-314. 6. Laws relating to temperance instruction, p. 315-338. 7. Necrology for 1899, 1900, and 1901, p. 339-422. 8. Education in Canada, p. 423-463. 9. Education in the British South African colonies, p. 465-480. 10. Foster Watson: Notices of some early English writers on education, Part 2, p. 481-508. 11. Leo Burgerstein and August Netolitzky: Medical inspection of schools abroad, p. 509-526. 12. Admission to college on certificate of secondary schools, p. 527-539. 13. Miscellaneous educational topics, p. 541-646. 14. W. R. Harper: The educational progress of the year 1901-02, p. 647-666. 15. Education in France, p. 667-719. *16. F. Buisson: Education of the will, p. 721-740. 17. Education in Italy—Tullio de Suzzara-Verdi: Progress of public education in Italy, p. 741-767. Alexander Oldrini: The Baselli bill for the reform of superior education in Italy, p. 767-787. *18. C. W. Dabney: Illiteracy of the voting population in the United States, p. 789-818. 19. Foreign universities and other foreign institutions of higher education, p. 819-836. 20. Commercial education in Switzerland, p. 837-855. 21. Consular reports on education, p. 857-885. 22. Henry Barnard—W. T. Harris: Henry Barnard's services to education in Connecticut, p. 887-901. A. D. Mayo: Henry Barnard as first U. S. Commissioner of education, p. 891-901. W. T. Harris: Establishment of the office of the Commissioner of education of the United States, and Henry Barnard's relation to it, p. 901-926. 23. Length of the college course, p. 927-948 (pub. no. 297). 24. Oxford university—W. T. Harris: Oxford university and the Rhodes scholarships, p. 949-959. J. W. Hoyt: History of the University of Oxford, p. 960-990. J. B. Firth: The Bodleian tercentenary, p. 990-994. Oxford university extension lectures, p. 994-999. 25. Education in Great Britain and Ireland, 1902, p. 1001-1068. 26. Correspondence schools, p. 1069-1094. 27. Child study in Chicago, p. 1096-1138. 28. E. Kovalevsky: Education in Russia, p. 1139-1146. 29. List of educational periodicals in the United States in 1902, p. 1147-1150. 30. Educational directory, p. 1151-1176.

Volume 2. 31. Education in Porto Rico, p. 1177-1227. *32. Sheldon Jackson: Report of education in Alaska, p. 1229-1256. *33. Sheldon Jackson: Twelfth annual report on the introduction of domestic reindeer into Alaska, p. 1257-1269. 34. Statistics of city school systems, p. 1271-1346. *35. Universities, colleges, and technological schools, p. 1347-1497. 36. Professional schools, p. 1499-1549 (pub. no. 335). 37. Agricultural and mechanical colleges, p. 1551-1579. 38. Statistics of normal schools, p. 1581-1639. *39. Statistics of secondary schools, p. 1641-1957. *40. Manual and industrial training, p. 1959-2002. 41. Commercial and business schools, p. 2003-2041. 42. Schools for nurses, p. 2043-2061 (pub. no. 332). 43. Education of the colored race, p. 2063-2096. 44. Statistics of reform schools, p. 2097-2114. *45. Schools for defective classes, p. 2115-2141. *46. Report of Committee on statistics of defective sight and hearing of public school children, p. 2143-2155. *47. D. F. Lincoln: The education of the feeble-minded in the United States, p. 2157-2197. 48. W. S. Thomas: Changes in the age of college graduation, p. 2199-2208. 49. Report on school statistics, made by a committee of the Department of superintendence of the National educational association (W. T. Harris, chairman) p. 2209-2218. 50. Education in the Philippines, p. 2219-2271.

* Not separately available.

51. Statistics of public and private kindergartens, p. 2273-2309 (pub. no. 338). *52. Illiteracy in the United States, p. 2311-2346. *53. Current topics, p. 2347-2422.

[Especially important chapters of the Report for 1902, still offered as separates, are 4, 10, 11, 22, and 23.]

341. 1903 (Harris) Washington, 1905. V. 1, cxii, 1216 p.

342. Same. V. 2, viii, 1217-2512 p.

CONTENTS: Volume 1. The Commissioner's introduction and statistics of state school systems, p. ix-cvii. Chapters: *1. H. S. Curtis: Vacation schools, playgrounds, and settlements, p. 2-38. 2. General laws relating to agricultural and mechanical land-grant colleges, p. 39-226. *3. Education in Great Britain and Ireland, 1903, p. 227-271. 4. Education in London under the administration of the London school board, p. 273-292. 5. C. F. Thwing: American universities, p. 293-317. 6. Foster Watson: Notices of some early English writers on education, 1553-1574, p. 319-350. *7. Aaron Gove: The public school systems of the United States, p. 351-358. *8. Wickliffe Rose: The educational movement in the South, p. 359-390. 9. A. D. Mayo: The final establishment of the American common school system in West Virginia, Maryland, Virginia, and Delaware, 1863-1900, p. 391-462. *10. W. R. Jackson: The present status of the certification of teachers in the United States, p. 463-519. *11. J. L. M. Curry and his services to education in the South, p. 521-552. *12. E. E. Brown: Secondary education, p. 553-583. 13. Education in France, p. 585-622. 14. Consular reports on education, p. 623-667. 15. Foreign universities and other foreign institutions of higher education in 1903, p. 669-687. 16. Laura Fisher: The kindergarten, p. 689-719. *17. E. M. Hartwell: On physical training, p. 721-757. *18. Public, society, and school libraries, p. 759-1017. *19. C. M. Woodward: Manual, industrial, and technical education in the United States, p. 1019-1046. 20. Anna T. Smith: Coeducation in the schools and colleges of the United States, p. 1047-1078. 21. M. M. Sheedy: The Catholic parochial schools of the United States, p. 1079-1101. 22. E. O. Lyte: The state normal schools of the United States, p. 1103-1136. 23. Exhibit of the Bureau of education at the Louisiana purchase exposition, p. 1137-1184. 24. List of educational periodicals in the United States in 1903, p. 1185-1188. 25. Educational directory, p. 1189-1216.

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[Chapter 5 sketches the history of American universities and discusses their functions, while an important portion of Southern educational history is presented in chapter 9. The treatment of the kindergarten in chapter 16 is both historical and descriptive. Chapter 20 contains interesting and useful biographical material.]

356. 1904 (Harris) Washington, 1906. V. 1, civ, 1176 p.

357. Same. V. 2, viii, 1177-2480 p.

CONTENTS: Volume 1. The Commissioner's introduction and statistics of state school systems, p. vii-civ. Chapters: 1. Education in Canada, Australia, and New Zealand, p. 1-23. 2. Frans Boas and Clark Wissler: Statistics of growth, p. 25-132. 3. Regulations relating to pensions and insurance in all German universities, p. 133-247. *4. Digest of school laws, p. 249-518. *5. J. W. Hoyt: The University of Paris during the middle ages, p. 519-558. *6. The work and influence of Hampton, p. 559-579. *7. Temperance instruction in public schools and the liquor question, p. 581-632. *8. Foster Watson: Notices of some early English writers on education, 1578-1603, p. 633-701. *9. Edgar Loening: Juvenile criminality in Germany, p. 703-713. 10. W. A. Kelly and Frances H. Willard: Grammar and vocabulary of the Hinglit language of southeastern Alaska, p. 715-766 (pub. no. 347). 11. The educational system of Sweden, p. 767-797. *12. Education in Great Britain and Ireland, 1903, p. 799-832. 13. Higher education in England as affected by the law of 1902, p. 833-861. 14-15. G. E. Gay: Education at the St. Louis exposition—I. Public schools of the United States, p. 863-973; II. Technical schools, art schools, etc., p. 975-998. *16. A. D. Mayo: The final establishment of the American common school system in North Carolina, South Carolina, and Georgia, 1863-1900, p. 999-1090. 17. Sheldon Jackson: Introduction of rein-

* Not separately available.

deer into Alaska, p. 1091-1128. 18. W. T. Harris: (a) A definition of civilization, p. 1129-1133. (b) Art education the true industrial education, p. 1133-1139. (c) The intellectual value of tool work, p. 1139-1144. 19. List of educational periodicals in the United States in 1904, p. 1145-1148. 20. Educational directory, p. 1149-1176.

Volume 2. 21. Education at the St. Louis exposition—Universities and colleges of the United States, p. 1177-1209. *22. Education at the St. Louis exposition—Foreign countries, p. 1211-1275. *23. Length of teachers' service, p. 1277-1301. 24. Statistics of city school-systems, p. 1303-1415. 25. Universities, colleges, and technological schools, p. 1417-1543 (reprinted 1906, pub. no. 358). 26. Agricultural and mechanical colleges, p. 1545-1586. *27. Professional education, p. 1587-1655. 28. Statistics of normal schools, p. 1667-1725. *29. Statistics of secondary schools, p. 1727-2055. 30. Manual and industrial training, p. 2057-2108. 31. Commercial and business schools, p. 2109-2145. 32. Schools for nurses, p. 2147-2173. 33. Schools for the colored race, p. 2175-2207. 34. Statistics of reform schools, p. 2209-2225. 35. Schools for the defective classes, p. 2227-2356. 36. Sheldon Jackson: Report on education in Alaska, p. 2357-2368. *37. Current topics, p. 2369-2371. 38. Foreign universities and other foreign institutions of higher education in 1904, p. 2373-2419. 39. Miscellaneous educational topics, p. 2421-2452.

[Chapter 2, 1904, presents and discusses measurements of school children, taken chiefly in Worcester, Massachusetts. The extensive display made by American schools, colleges, and universities at the St. Louis exposition is described in chapters 14, 15, and 21. A series of four articles by Professor Foster Watson, of University college, Aberystwyth, Wales, entitled Notices of some early English writers on education, extends from chapter 17, 1901, through chapters 10, 1902, and 6, 1903, to its conclusion in chapter 8, Report for 1904.]

365. 1905. (Brown) Washington, 1907. V. 1, li, 655 p. (not available as volume).

366. Same. V. 2, iv, 657-1400 p. (not available as volume).

The following separates are available: The Commissioner's introduction, p. vii-H. Chapters: 1. W. T. Harris: The reports of the Mosely educational commission to the United States of America, October-December, 1903, p. 11-39. 3. Statement of proceedings instituted to execute the Rhodes scholarship trust, p. 41-55. 4. Education in France, p. 57-86. 6. J. Jastrow: Higher education for business men in the United States and Germany, p. 97-110. 7. G. W. Ellis: Education in Liberia, p. 111-129. 8. C. M. Gayley: An account of the proceedings of the International congress for the reproduction of manuscripts, Liège, August 21-23, 1905, p. 131-142. 9. A. S. Draper: The New York secondary school system, p. 143-154. 10. H. C. Ives: Art education an important factor in industrial development, p. 155-183. 12. Miscellaneous educational topics, p. 237-266. 13. Sheldon Jackson: Report on education in Alaska, p. 267-282. 14. Sheldon Jackson: Reindeer in Alaska, 1905, p. 283-291. 15. S. M. Lindsay: Inauguration of the American school system in Porto Rico, p. 293-344. 16. Education in the Philippine Islands, p. 345-364. 17. Educational directory, p. 365-396. 18. Statistics of state school systems, p. 397-427. 19. Statistics of city school systems, p. 429-535. 20. Universities, colleges, and technological schools, p. 537-655. 21. Agricultural and mechanical colleges, p. 657-708. 22. Professional schools, p. 709-754 (pub. no. 371). 23. Statistics of normal schools, p. 755-811. 24. Statistics of secondary schools, p. 813-1163. 25. Manual and industrial training, p. 1165-1217. 26. Commercial and business schools, p. 1219-1255. 27. Schools for nurses, p. 1257-1292 (pub. no. 370). 28. Schools for the colored race, p. 1293-1327. 29. Statistics of reform schools, p. 1329-1345. 30. Schools for the defective classes, p. 1347-1379.

[Extracts from the report of the Mosely educational commission, and an outline of its work, are given in chapters 1 and 2. Chapter 9, by A. S. Draper, on The New York secondary school system, deserves attention; also chapter 15, Inauguration of the American school system in Porto Rico.]

374. 1906. (Brown) Washington, 1907-08. V. 1, xlvii, 643 p. (not available as volume).

375. Same. V. 2, iv, 645-1308 p. (not available as volume).

The following separates are available: The Commissioner's introduction, p. vii-xxxvi. Publications of the U. S. Bureau of education, 1867-1906, p. xxxvii-xlvii (pub. no. 372). Chapters: 1. Education in Great Britain and Ireland, 1904-1906, p. 1-17. 2. Education in France, p. 19-34. 3. The new Prussian school law of 1906, p. 35-72. 4. W. S. Monroe: Progress of education in Italy, p. 73-90. 5. Foreign universities and other foreign institutions of higher education in 1905, p. 91-122. 6. Public education in British India, p. 123-140. 7. Education in the Philippines and in Cuba, p. 141-153. 8. M. Adelaide Nutting: The education and professional position of nurses, p. 155-205. 9. Current topics, p. 207-235. 10. Sheldon Jackson: Report on education in Alaska and the introduction of reindeer, p. 237-255. 11. Educational periodicals, p. 257-261. 12. Educational directory, p. 263-292. 13. Statistics of state school systems, p. 293-323. 14. Statistics of city school systems, p. 325-444. 16. Agricultural and mechanical colleges, p. 565-592. 17. Professional schools, p. 593-643. 18. Statistics of normal schools, p. 645-693. 19. Statistics of secondary schools, p.

* Not separately available.

695-1041. 20. Manual and industrial training, p. 1043-1094. 21. Commercial and business schools, p. 1095-1124. 23. Schools for the colored race, p. 1149-1173. 24. Statistics of reform schools, p. 1175-1192. 25. Schools for the defective classes, p. 1193-1227. 26. Legislation relating to education enacted by the Fifty-ninth Congress, 1906-1907, p. 1229-1255. 27. Summer colonies for city people, p. 1257-1262.

383. 1907. (Brown) Washington, 1908. V. 1, vii, 522 p. (not available as volume).

384. Same. V. 2, vii, 523-1214 p.

CONTENTS: Volume 1. [The following separates are available: The Commissioner's introduction, p. 1-25, including List of references on county and rural school supervision, p. 23-25. Chapters: 1. The work of the Bureau of Education, p. 27-36. 2. H. R. Evans: A list of the writings of William Torrey Harris, p. 37-72. 3. Education in Great Britain and Ireland, 1906-1907, p. 73-126. 4. Education in France, p. 127-167. 5. Education in Central Europe, p. 169-189. 6. J. H. Arnold: Educational activity in Foochow, China, p. 191-220. 7. Education in Canada, p. 221-240. 8. Education in Mexico, Uruguay, and Panama, p. 241-255. 9. Anna T. Smith: Educational exhibits at the Jamestown exposition, p. 257-274. 13. H. S. Curtis: The school playgrounds of America, p. 341-358. 14. Education in Hawaii, Porto Rico, and Cuba, p. 359-369. 17. Educational periodicals, p. 477-482. 18. Educational directory, p. 483-522.]

Volume 2. 19. E. L. Thorndike: Introduction to the statistical tables, p. 523-541. 20. Statistics of state common school systems, p. 543-574. 21. Statistics of city school systems, p. 575-736. 22. Universities, colleges, and technological schools, p. 737-867. 23. Agricultural and mechanical colleges, p. 869-924. 24. Professional schools, p. 925-997 (pub. no. 396). 25. Normal schools, p. 999-1041. 26. Secondary schools, p. 1043-1078. 27. Manual and industrial training, p. 1079-1115. 28. Commercial and business schools, p. 1117-1122. 29. Schools for the training of professional nurses, p. 1123-1126. 30. Schools for the colored race, p. 1127-1139. 31. Reform schools, p. 1141-1163. 32. Schools for the defective classes, p. 1165-1199.

391. 1908. (Brown) Washington, 1908. V. 1, vi, 382 p. (not available as volume).

392. Same. V. 2, vii, 383-1090 p. (not available as volume).

The following separates are available: The Commissioner's introduction, p. 1-31 (Statistical summary, p. 27-31). Chapters: 2. Recent educational legislation, p. 109-133. 3. Education in Porto Rico, p. 135-137. 4. Education in the Philippines, p. 139-144. 5. The modern aspect of higher education in Spanish-American countries, p. 145-173. 6. Education in Great Britain and Ireland, 1907-8, p. 175-221. 7. Education in France, p. 223-245. 8. Education in Central Europe, p. 247-281. 9. Current topics—foreign, p. 283-304. 10. Foreign universities and other foreign institutions of higher education in 1907, p. 305-341. 11. Educational directory, p. 343-382. 12. Statistics of state common school systems, 1906-7, p. 383-407. 13. Statistics of city school systems, p. 409-611. 14. Universities, colleges, and technological schools, p. 613-735. 15. Agricultural and mechanical colleges, p. 737-769. 16. Professional schools, p. 771-815 (reprinted 1909, pub. no. 401). 17. Normal schools, p. 817-857. 18. Secondary schools, p. 859-891. 19. Manual and industrial training, p. 893-927. 20. Commercial and business schools, p. 929-938. 22. Schools for the colored race, p. 941-955. 23. Reform schools, p. 957-975. 24. Schools for the defective classes, p. 977-1013. 25. Foreign elementary education, p. 1015-1021. 27. G. D. Strayer: Summary of the statistical tables, p. 1057-1075.

411. 1909. (Brown) Washington, 1909. V. 1, xi, 598 p. (not available as volume).

412. Same. V. 2, v, 599-1373 p. (not available as volume).

The following separates are available: The Commissioner's introduction, p. 1-32, including List of references on moral education, p. 30-32 (pub. no. 414). Chapters: 3. C. S. Foos: State educational associations, p. 251-274 (pub. no. 421). 7. L. S. Rowe: Educational progress in the Argentine Republic and Chile, p. 323-349; Appendixes, p. 350-362, including C. O. Bunge: Historical sketch of education in the Argentine Republic, p. 350-357 (pub. no. 416). 15. Educational directory, p. 557-598 (pub. no. 419). 16. Statistics of state common-school systems, p. 599-622 (pub. no. 424). 17. Statistics of city school systems, p. 623-658 (pub. no. 425). 19. Agricultural and mechanical colleges, p. 993-1027 (pub. no. 427). 20. Professional schools, p. 1029-1078 (pub. no. 428). 21. Normal schools, p. 1079-1119 (pub. no. 429). 22. Secondary schools, p. 1121-1160 (pub. no. 430). 25. Schools for the colored race, p. 1213-1227 (pub. no. 432). 26. Reform schools, p. 1229-1249 (pub. no. 433). 27. Schools for the blind and deaf, p. 1251-1277 (pub. no. 434). 28. Schools for the feeble-minded, p. 1279-1285 (pub. no. 435).

442. 1910. (Brown) Washington, 1910. V. 1, viii, 662 p. (not available as volume).

443. Same. V. 2, xxvi, 663-1373 p. (not available as volume).

The following separates are available: The Commissioner's introduction, p. 1-32, including references on William Torrey Harris, State educational administration, and Articulation of high school and college, p. 25-32. Chapters: 1. Current topics, p. 33-179. 3. Industrial education in the United States, p. 223-253. 10. Education in France, p. 395-428. 14. A. P. Laurie: Recent

- educational developments in Scotland, p. 521-550. 15. Cloudeley Brereton: Education in Ireland, p. 551-578. Volume 2.—G. D. Strayer: Introductory survey, p. vii-xxvi. Chapters: 19. Statistics of state common-school systems, 1908-9, p. 663-685. 20. Statistics of city school systems, 1909-10, p. 687-842. 23. Professional schools, p. 1017-1074. 26. Manual and industrial training, p. 1205-1247. 29. Reform schools, p. 1277-1295. 30. Schools for the blind and deaf, p. 1297-1323. 31. Schools for the feeble-minded, p. 1325-1331.
478. 1911. (Claxton) Washington, 1912. V. 1, xviii, 675 p.
479. Same. V. 2, xliii, 677-1407 p.

CONTENTS: Volume 1. *The Commissioner's introduction, p. xi-xviii. Chapters: 1. F. B. Dresslar: A brief survey of educational progress during the decade 1900 to 1910, p. 1-35. 2. K. C. Babcock: Higher education in the United States, p. 37-65. 3. J. C. Boykin: Educational legislation in 1911, p. 67-113. 4. W. R. Hood: Recent progress in city schools, p. 115-159. *5. J. D. Wolcott: Library extension in the United States, p. 161-219. *6. H. R. Evans: Current topics, p. 221-297. 7. C. R. Richards: Progress in industrial education during the year 1910-11, p. 299-311. *8. L. D. Harvey: A school for home makers, p. 313-329. 9. A. C. Monahan: Agricultural education, p. 331-370. *10. Anna T. Smith: Rural uplift in foreign countries, p. 371-388. 11. E. G. Cooley: Training of vocational teachers in Germany, p. 389-417. *12. Education in Porto Rico, p. 419-440. *13. Education in the Philippine Islands, p. 441-454. *14. D. P. Barrows: Government and public instruction in Netherlands-India, p. 455-481. *15. L. S. Rowe: Recent educational progress in Mexico, p. 483-491. *16. J. A. MacKnight: Education in Peru, p. 493-507. *17. Education in the Argentine Republic, p. 509-513. *18. Education in Chile, p. 515-519. *19. Anna T. Smith: Educational movements in western Europe, p. 521-576. *20. Wilhelm Münch: Recent movements in higher and secondary education in Germany, p. 577-589. *21. Events of international interest, p. 591-608. 22. Felix Adler: Report of the first Universal races congress, held in London July 26-29, 1911, p. 609-617. 23. Educational directory, p. 619-666.

Volume 2. Alexander Summers: Introductory survey, p. ix-xliii. Chapters: 24. State common-school systems, 1909-10, p. 677-708. 25. Statistics of city school systems, 1910-11, p. 709-881. 26. Universities, colleges, and technological schools, p. 883-990. 27. Agricultural and mechanical colleges, p. 991-1045. 28. Professional schools, p. 1047-1087. 29. Normal schools, p. 1090-1127. 30. Summer schools in 1911, p. 1129-1182. 31. Public and private high schools, p. 1183-1227. 32. Manual and industrial training, p. 1229-1273. *33. Commercial and business schools, p. 1275-1285. 34. Statistics of schools for negroes, p. 1287-1305. 35. State industrial schools, p. 1307-1323. 36. Schools for the blind and deaf, p. 1327-1353. 37. Schools for the feeble-minded, p. 1355-1363. *38. Elementary education in foreign countries, p. 1365-1377. *39. Report on education in Alaska, p. 1379-1402.

III. CIRCULARS OF INFORMATION, 1875, ONE VOLUME.†

40. no. 1. Proceedings of the Department of superintendence of the National educational association, at Washington, D. C., January 27 and 28, 1875. Washington, 1875. 114 p.
41. no. 2. Education in Japan. Washington, 1875. 64 p.
42. no. 3. An account of the systems of public instruction in Belgium, Russia, Turkey, Servia and Egypt. Washington, 1875. 108 p.
- CONTENTS: Education in Belgium.—The progress of education in Russia; by Emile de Laveleye.—Education in Turkey; by M. de Salve.—Education in Servia.—Public instruction in Egypt.
43. no. 4. Waste of labor in the work of education, by P. A. Chadbourne. Washington, 1875. 16 p.
44. no. 5. Suggestions respecting the educational exhibit at the International centennial exhibition, 1876. Washington, 1875. 26 p.
45. no. 6. Statement relating to reformatory, charitable, and industrial schools for the young. Washington, 1875. 208 p.
46. no. 7. Constitutional provisions in regard to education in the several states of the American union, [by Franklin Hough]. Washington, 1875. 130 p.
47. no. 8. Schedule for the preparation of students' work for the Centennial exhibition, as reported by the committee of the Department of superintendence of the National educational association, appointed at Minneapolis in 1875. Washington, 1875. 15 p.

* Not separately available.

† These circulars are not separately available.

IV. PUBLICATIONS ON SPECIAL SUBJECTS.

[For additional material on these and other special topics, consult the index to this Bulletin, and the Index to the reports of the Commissioner of education: 1867-1907, Bulletin, 1909, no. 7.]

1. AGRICULTURAL AND MECHANICAL COLLEGES.

348. General laws relating to agricultural and mechanical land-grant colleges. Reprint of chapter 1, p. 1-90, Report for 1902, and chapter 2, p. 39-226, Report for 1903.

Acts of Congress and state laws of Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

Federal laws, regulations, and rulings affecting the land-grant colleges of agriculture and mechanic arts. Washington, 1911. 13 p.

2. AGRICULTURAL EDUCATION.

447. Opportunities for graduate study in agriculture in the United States, by A. C. Monahan. Washington, 1911. 16 p. (Bulletin, 1911, no. 2.)

Undergraduate or collegiate courses in agriculture in the state colleges of agriculture in the United States. Prepared especially for foreign students. Washington, 1911. 13 p. (Supplement to Bulletin, 1911, no. 2.)

474. Agricultural education in secondary schools. Papers read at the second annual meeting of the American association for the advancement of agricultural teaching, Columbus, Ohio, November 14, 1911. Washington, 1912. 53 p. 8°. (Bulletin, 1912, no. 6.)

CONTENTS: 1. Essentials in a state system of agricultural education [by] F. W. Howe.—2. The need for reliable scientific data regarding social and economic conditions in rural communities [by] E. C. Higbie.—3. The proper equipment of an agricultural high school [by] D. O. Barto.—4. The Smith's agricultural school and agricultural education in Massachusetts [by] R. W. Stimson.—5. The unprepared teacher of agriculture in high schools and colleges of education [by] A. V. Storm.—6. What is done to prepare teachers of secondary school agriculture [by] A. C. Monahan.—7. Recent publications of the Bureau of education on agricultural education.

481. Bibliography of education in agriculture and home economics. Washington, 1912. 62 p. (Bulletin, 1912, no. 10.)

3. ALASKA SCHOOL AND REINDEER SERVICE.

458. Rules and regulations regarding the Alaska school service for the natives of Alaska, adopted May 20, 1911. Washington, 1911. 32 p.
484. Report on education of the natives of Alaska and the reindeer service, 1910-11. Washington, 1912. 91 p. map.

4. AMERICAN EDUCATIONAL HISTORY.

a. Series of Contributions.

97. Thomas Jefferson and the University of Virginia, by Herbert B. Adams, with authorized sketches of Hampden-Sidney, Randolph-Macon, Emory-Henry, Roanoke, and Richmond colleges, Washington and Lee university, and Virginia military institute. Washington, 1888. 308 p. illus. (Contributions to American educational history, no. 2—Circulars of information, 1888, no. 1.)

103. History of education in Florida, by George Gary Bush. Washington, 1889. 54 p. illus. (Contributions to American educational history, no. 6—Circulars of information, 1888, no. 7.)
193. The history of education in Connecticut, by Bernard C. Steiner. Washington, 1893. 300 p. illus. (Contributions to American educational history, no. 14—Circulars of information, 1893, no. 2.)
194. The history of education in Delaware, by Lyman P. Powell. Washington, 1893. 186 p. illus. (Contributions to American educational history, no. 15—Circulars of information, 1893, no. 3.)
196. Higher education in Tennessee, by Lucius Salisbury Merriam. Washington, 1893. 287 p. illus. (Contributions to American educational history, no. 16—Circulars of information, 1893, no. 5.)
197. Higher education in Iowa, by Leonard F. Parker. Washington, 1893. 190 p. illus. (Contributions to American educational history, no. 17—Circulars of information, 1893, no. 6.)
209. History of higher education in Rhode Island, by William Howe Tolman. Washington, 1894. 210 p. illus. (Contributions to American educational history, no. 18—Circulars of information, 1894, no. 1.)
243. Higher education in Missouri, by Marshall S. Snow. Washington, 1898. 164 p. (Contributions to American educational history, no. 21—Circulars of information, 1898, no. 2.)
244. History of education in New Hampshire, by George Gary Bush. Washington, 1898. 170 p. (Contributions to American educational history, no. 22—Circulars of information, 1898, no. 3.)
264. The University of the State of New York: history of higher education in the State of New York, by Sidney Sherwood. Washington, 1900. 538 p. illus. (Contributions to American educational history, no. 28—Circulars of information, 1900, no. 3.)

b. Miscellaneous.

140. Statistics regarding national aid to education. Washington, 1885. 3 p.
Contains tables in which the whole amount proposed for distribution by the Blair bill (\$77,000,000) is apportioned to every state and organized territory according to the total illiterate population, the minor illiterate population, the total constitutional population, and the wealth of each, as reported by the Tenth census.
206. Education in southwestern Virginia, by A. D. Mayo. Reprint of chapter 24, p. 881-921, Report for 1890-91.
482. Current educational topics. No. I. Washington, 1912. 26 p. (Bulletin, 1912, no. 11.)
CONTENTS: I. Illiteracy in the United States and in Europe.—II. Industrial supervisors in Georgia.—III. New phases of education in Buffalo, N. Y.—IV. Juvenile labor bureaus and vocational guidance in Great Britain.—V. The educational museum of the St. Louis public schools.
483. The Dutch schools of New Netherland and colonial New York, by William Heard Kilpatrick. Washington, 1912. 239 p. (Bulletin, 1912, no. 12.)
CONTENTS: I. General introduction.—II. The schools of the Netherlands in the seventeenth century.—III. The date of the first school in New Netherland.—IV. The masters of the official elementary school at New Amsterdam.—V. The support and control of the official elementary school of New Amsterdam.—VI. The Latin school at New Amsterdam.—VII. The private school-masters of New Netherland.—VIII. The schools of the Dutch villages of New Netherland.—IX. The New York city school, 1664-1674.—X. The school of the Reformed Dutch church of New York city, 1674-1776.—XI. The school at New Haerlem after 1664.—XII. The schools of Flatbush after 1664.—XIII. The schools of other Dutch villages after 1664.—XIV. The elementary school from within.—XV. Conclusion.—Bibliography.

5. ASSOCIATIONS AND CONGRESSES.

421. State educational associations, by C. S. Foos. Reprint of chapter 3, p. 251-274, Report for 1909.
487. Current educational topics. No. II. Abstracts of papers presented at St. Louis, Mo., February 28-29, 1912, before the National council of education of the National education association, the Department of superintendence of the National education association, the Department of normal schools of the National education association, the National society for the study of education, the Society of college teachers of education, the National committee on agricultural education. Washington, 1912. 115 p. (Bulletin, 1912, no. 15.)

6. BARNARD'S AMERICAN JOURNAL OF EDUCATION.

187. Analytical index to Barnard's American journal of education. 31 v., 1855-1881. Washington, 1892. 128 p.
- Every owner and user of a set of "that monumental cyclopedia of pedagogical literature," Barnard's American journal, will find this index very useful.

7. BIBLIOGRAPHY OF EDUCATION.

386. Bibliography of education for 1907, compiled by James Ingersoll Wyer, jr., and Martha L. Phelps. Washington, 1908. 65 p. (Bulletin, 1908, no. 3.)
410. Bibliography of education for 1908-9. Washington, 1909. 134 p. (Bulletin, 1909, no. 9.)
446. Bibliography of science teaching, compiled by a committee of the American federation of teachers of the mathematical and the natural sciences. Washington, 1911. 27 p. (Bulletin, 1911, no. 1.)
456. Bibliography of education for 1909-10. Washington, 1911. 166 p. (Bulletin, 1911, no. 10.)
481. Bibliography of education in agriculture and home economics. Washington, 1912. 62 p. (Bulletin, 1912, no. 10.)
- Monthly record of current educational publications. Issued each month, except July to September. (Library circular, nos. 1-6, January-June; no. 7, October, 1912.)

Numbers 1-5 are not available for distribution.

8. BUREAU OF EDUCATION: PUBLICATIONS AND WORK.

372. Publications of the United States Bureau of Education, 1867-1906. Reprint from Report for 1906. Washington, 1907. xxxvii-xlvii p.
407. Index to the reports of the Commissioner of Education, 1867-1907. Washington, 1909. 103 p. (Bulletin, 1909, no. 7.)
439. List of publications of the United States Bureau of Education, 1867-1910. Washington, 1910. 55 p. (Bulletin, 1910, no. 3.)

9. EDUCATION AND CRIME.

171. The fourth International prison congress, St. Petersburg, Russia, by C. D. Randall. Washington, 1891. 253 p. illus. (Circulars of information, 1891, no. 2.)

Contains as introduction a summary of the three previous congresses. See also The fifth International prison congress, Report for 1895-96, chapter 13, p. 669-700.

10. EDUCATIONAL METHODS.

461. Provision for exceptional children in public schools. Prepared by James H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. Washington, 1911. 92 p. (Bulletin, 1911, no. 14.)

CONTENTS: I. The discovery of the exceptional child.—II. Proportions of school populations composed of exceptional children.—III. The classification of exceptional children.—IV. Methods for determining the extent and degree of retardation in city school systems.—V. Provision for exceptional children in city school systems.—VI. Grading and promotion, with special reference to the needs of exceptional children.—VII. Descriptions of work done for exceptional children in American school systems.—VIII. The selection and training of teachers.

489. The Montessori system of education. An examination of characteristic features set forth in *Il metodo della pedagogia scientifica*. By Anna Tolman Smith. Washington, 1912. 30 p. (Bulletin, 1912, no. 17.)

Contains bibliography, p. 29-30.

11. EDUCATIONAL VALUES.

250. Educational values, by W. T. Harris. Reprint of chapter 15, Report for 1893-94, part 1. Washington, 1904. 617-638 p.

A discussion of the educative value of the several studies in elementary and secondary schools, and in colleges and universities.

12. FOREIGN SCHOOL SYSTEMS.

51. Elementary education in London [with address of Sir Charles Reed]. Washington, 1877. 24 p. (Circulars of information, 1878, no. 2.)

388. Education in Formosa, by Julean H. Arnold. Washington, 1908. 70 p. (Bulletin, 1908, no. 5.)

CONTENTS: I. Education under the Dutch (1624-1661).—II. Education under the Chinese (1661-1693 and 1693-1895).—III. Education under the Japanese (from 1895).—IV. Appendix: Missionary schools.

416. Educational progress in the Argentine Republic and Chile, by L. S. Rowe. Reprint of chapter 7, p. 323-362, Report for 1909.

423. The movement for reform in the teaching of religion in the public schools of Saxony, by Arley Barthlow Show. Washington, 1910. 45 p. (Bulletin, 1910, no. 1.)

CONTENTS: I. Rise and progress of the controversy.—II. The questions at issue.

462. The educational system of China as recently reconstructed, by Harry Edwin King. Washington, 1911. 105 p. (Bulletin, 1911, no. 15.)

CONTENTS: I. The growth of modern education in China up to 1898.—II. Education from 1898 to 1900: Reforms and counter reforms.—III. Development of modern education from 1900 to 1906.—IV. Controlling agencies of the educational system.—V. Primary education.—VI. Middle schools, provincial colleges, and universities.—VII. Normal, technical, and miscellaneous schools.—VIII. Chinese students studying abroad.—Bibliography.

13. HIGHER EDUCATION.

[See also Research, Universities and colleges.]

179. Biological teaching in the colleges of the United States, by John P. Campbell. Washington, 1891. 183 p. (Circulars of information, 1891, no. 9.)

Designed to be of value to all teachers of science, whether in colleges or secondary schools.

297. Length of the college course. Reprint of chapter 23, p. 927-948, Report for 1902.

Action taken by certain institutions toward reducing the time requirements for the bachelor's degree, especially with reference to professional courses, together with a reprint of some of the discussions and a comparative statement showing the advance in admission requirements at Harvard university from 1642 to the present time.

399. Admission of Chinese students to American colleges, by John Fryer. Washington, 1909. 221 p. (Bulletin, 1909, no. 2.)

CONTENTS: I. The American college system.—II. College entrance requirements.—III. Expenses.—IV. The organization of Chinese students in the United States.—V. Suggestions and advice.—VI. Tables of universities and colleges, showing provision for Chinese students.—VII. References.

491. Professional distribution of college and university graduates, by Bailey B. Burritt. Washington, 1912. 144 p. (Bulletin, 1912, no. 19.)

14. INDUSTRIAL AND TECHNICAL EDUCATION.

89. A review of the reports of the British royal commissioners on technical instruction, with notes, by Charles O. Thompson. Washington, 1885. 55 p. (Circulars of information, 1885, no. 3.)

A valuable contribution to the literature of technical instruction in Europe.

253. Art and industry. Education in the industrial and fine arts in the United States, by Isaac Edwards Clarke. Part III. Industrial and technical training in voluntary associations and endowed institutions. Washington, 1897. liii, 1145 p.

This volume is largely given to the history of the mechanics institutes and similar associations in the cities of the United States, and also includes accounts of modern institutes founded by individual citizens.

254. Art and industry. Education in the industrial and fine arts in the United States, by Isaac Edwards Clarke. Part IV. Industrial and technical training in schools of technology and in U. S. land grant colleges. Washington, 1898. lvi, 1020 p.

Contains accounts of the typical manual training schools, of five leading technical mechanical schools, of some trade schools, of an educational experiment undertaken by the Baltimore and Ohio railroad in 1885-87, and of the schools of science and engineering of the land grant colleges of agriculture and the mechanic arts.

406. Instruction in the fine and manual arts in the United States: a statistical monograph, by Henry Turner Bailey. Washington, 1909. 184 p. (Bulletin, 1909, no. 6.)

CONTENTS: I. Introduction.—II. The federal government.—III. The States.—IV. Municipalities.—V. Private high schools and academies.—VI. Universities, colleges, and technological schools.—VII. Colleges for women.—VIII. Private art schools, etc.—IX. Summer schools.—X. Art museums and societies.—XI. Publications.—XII. Summary.—XIII. Statistical tables.—XIV. Bibliography.

420. Education for efficiency in railroad service, by J. Shirley Eaton. Washington, 1909. 159 p. (Bulletin, 1909, no. 10.)

CONTENTS: I. Preparation and efficiency.—II. Efficiency and compensation.—III. Education en masse.—IV. Bearing the expense of specialized railroad education.—V. Apprenticeship.—VI. Special apprentices.—VII. The school—its functions and methods.—VIII. Vocational railroad schools.—IX. High schools.—X. The correspondence school.—XI. Higher education for railroad careers.—XII. Schools of railroad engineering and administration.—XIII. Schools of railroad administration.—XIV. Summary.—XV. Appendixes: A. Statistics of railway apprenticeship. B. Educational and welfare work on European railroads.

15. LIBRARIES.

143. Statistics of public libraries in the United States, 1884-85. Reprint of p. ccxxix-ccxxx, 691-782, Report for 1884-85.

200. Catalogue of "A. L. A." library; 5,000 volumes for a popular library, selected by the American library association and shown at the World's Columbian exposition. Washington, 1893. 592 p.

278. Public, society, and school libraries. Reprint of chapter 17, Report for 1899-1900. Washington, 1901. 923-1165 p.

CONTENTS: Summaries of statistics of libraries in 1900; libraries of 300 volumes and over in 1875, 1885, and 1896; libraries of 1,000 volumes and over in 1891 and 1896.—Statistics of public, society, and school libraries of 1,000 volumes and over in 1900.

405. Statistics of public, society, and school libraries having 5,000 volumes and over in 1908. Washington, 1909. 215 p. (Bulletin, 1909, no. 5.)
495. Special collections in libraries in the United States, by W. Dawson Johnston, librarian of Columbia University, and Isadore G. Mudge, reference librarian of Columbia University. Washington, 1912. 137 p. (Bulletin, 1912, no. 23.)

16. MATHEMATICS TEACHING, INTERNATIONAL COMMISSION: AMERICAN REPORTS.

452. Graduate work in mathematics in universities and in other institutions of like grade in the United States. International commission on the teaching of mathematics. The American report, Committee no. XII. Washington, 1911. 63 p. (Bulletin, 1911, no. 6.)
453. Undergraduate work in mathematics in colleges of liberal arts and universities. International commission on the teaching of mathematics. The American report, Committee no. X. Washington, 1911. 30 p. (Bulletin 1911, no. 7.)
454. Examinations in mathematics other than those set by the teacher for his own classes. International commission on the teaching of mathematics. The American report, Committee no. VII. Washington, 1911. 72 p. (Bulletin, 1911, no. 8.)
455. Mathematics in the technological schools of collegiate grade in the United States. International commission on the teaching of mathematics. The American report, Committee no. IX. Washington, 1911. 44 p. (Bulletin, 1911, no. 9.)
459. Training of teachers of elementary and secondary mathematics. International commission on the teaching of mathematics. The American report, Committee no. V. Washington, 1911. 23 p. (Bulletin, 1911, no. 12.)
460. Mathematics in the elementary schools of the United States. International commission on the teaching of mathematics. The American report, Committees I and II. Washington, 1911. 185 p. (Bulletin, 1911, no. 13.)
463. Mathematics in the public and private secondary schools of the United States. International commission on the teaching of mathematics. The American report, Committees III and IV. Washington, 1911. 187 p. (Bulletin, 1911, no. 16.)
470. Mathematics at West Point and Annapolis. International commission on the teaching of mathematics. The American report, Committee no. XI. Washington, 1912. 25 p. (Bulletin, 1912, no. 2.)
472. Mathematics in the technical secondary schools in the United States. International commission on the teaching of mathematics. The American report, Committee no. VI. Washington, 1912. 35 p. (Bulletin, 1912, no. 4.)
485. Influences tending to improve the work of the teacher of mathematics. International commission on the teaching of mathematics. The American report, Committee no. VIII. Washington, 1912. 47 p. (Bulletin, 1912, no. 13.)
486. Report of the American commissioners of the International commission on the teaching of mathematics. Washington, 1912. 84 p. (Bulletin, 1912, no. 14.)

17. PEACE MOVEMENT.

476. Peace day (May 18). Suggestions and material for its observance in the schools. Compiled by Fannie Fern Andrews, secretary of the American school peace league. Washington, 1912. 46 p. (Bulletin, 1912, no. 8.)

Contains bibliography, p. 41-46.

18. PROFESSIONAL EDUCATION.

190. Report on legal education, prepared by a committee of the American bar association and the U. S. Bureau of education. Washington, 1893. 207 p. Advance sheets of chapters 13-16, p. 376-578, Report of Commissioner for 1890-91.

This document describes legal education in North and South America, Europe, Australia, China and Japan. A bibliography is appended.

475. Educational status of nursing, by M. Adelaide Nutting. Washington, 1912. 97 p. (Bulletin, 1912, no. 7.)

19. RESEARCH.

398. Facilities for study and research in the offices of the U. S. Government at Washington, by Arthur Twining Hadley. Washington, 1909. 73 p. (Bulletin, 1909, no. 1.)

CONTENTS: I. Brief history.—II. Administration versus education.—III. Existing facilities for study and research.—IV. Obstacles to student research.—V. Conclusions.—VI. Appendix.

440. The biological stations of Europe, by Charles Atwood Kofoid. Washington, 1910. 360 p. illus., plates. (Bulletin, 1910, no. 4.)

CONTENTS: I. The functions of biological stations.—II. Italy.—III. France and Monaco.—IV. Great Britain.—V. Germany.—VI. Austria-Hungary.—VII. Scandinavia.—VIII. Other European countries (Holland, Belgium, Spain, Finland, Russia, Bulgaria).—Bibliography.

20. RETARDATION AND ELIMINATION.

451. Age and grade census of schools and colleges, a study of retardation and elimination, by George Drayton Strayer. Washington, Government printing office, 1911. 144 p. (Bulletin, 1911, no. 5.)

21. RURAL EDUCATION.

469. A course of study for the preparation of rural school teachers. Nature study, elementary agriculture, sanitary science, and applied chemistry. By Fred Mutchler and W. J. Craig. Washington, 1912. 23 p. (Bulletin, 1912, no. 1.)
480. Country schools for city boys, by William Starr Myers. Washington, 1912. 22 p. illus. (Bulletin, 1912, no. 9.)

CONTENTS: Back to the country.—Our past educational experience.—The Baltimore experiment.—Growth of the movement.—Outside influence of the plan.—Organization and ownership.—Location and equipment.—Boarding or day school.—Faculty and number of students.—Term and daily program.—Athletics.—Expenses, tuition, etc.—Special features.—Advantages of the country-school idea.

490. Teaching language through agriculture and domestic science, by M. A. Leiper. Washington, 1912. 30 p. (Bulletin, 1912, no. 18.)

CONTENTS: The rural-school problem.—General principle of reorganization and correlation.—Language exercises in rural schools.—Rural-school libraries: I. Books of reference. II. Farmers' bulletins. III. Supplementary readers.—Correlation subject lists.

492. The readjustment of a rural high school to the needs of the community, by H. A. Brown, district superintendent of schools, Colebrook, N. H. Washington, 1912. 31 p. (Bulletin, 1912, no. 20.)

493. A comparison of urban and rural common-school statistics, by Harlan Updegraff and William R. Hood. Washington, 1912. 31 p. (Bulletin, 1912, no. 21.)

22. SCHOOL ADMINISTRATION (STATE AND CITY).

438. State school systems: III. Legislation and judicial decisions relating to public education, October 1, 1908, to October 1, 1909; by Edward C. Elliott. Washington, 1910. 305 p. (Bulletin, 1910, no. 2.)

CONTENTS: I. General explanations.—II. Table of legislative sessions.—III. Plan of classification.—IV. Bibliography.—V. Legislation relating to public education.—VI. Recent decisions of state supreme courts.

450. Report of the Commission appointed to study the system of education in the public schools of Baltimore. Washington, 1911. 112 p. (Bulletin, 1911, no. 4.)

The commission consisted of Elmer Ellsworth Brown, Ellwood P. Cubberley, and Calvin N. Kendall, assisted by Milo B. Hillegas and Harlan Updegraff.

465. Teachers' certificates issued under general state laws and regulations, by Harlan Updegraff. Washington, 1911. 269 p. (Bulletin, 1911, no. 18.)

The fundamental purpose of this study is to answer the question, What is the exact status of the legal provisions relating to certification of teachers in the various states at the present time?

471. Report of the committee on uniform records and reports. Adopted by the Department of superintendence of the National education association, February 29, 1912. Washington, 1912. 46 p. (Bulletin, 1912, no. 3.)

CONTENTS: State reports.—Summary of recommendations relating to state reports.—City school reports: Teachers' salary table. Units of cost. Annual report of the superintendent of schools.—General information.—Pupil records.—Fiscal statistics: Definition of terms used in schedule for reporting statistics of cities. Receipts. Definitions of items in schedules for state systems, etc.

473. A study of expenses of city school systems, by Harlan Updegraff. Washington, 1912. 96 p. (Bulletin, 1912, no. 5.)

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202. The spelling reform, by Francis A. March. A revision and enlargement of the author's pamphlet published by the U. S. Bureau of education in 1881. Washington, 1893. 86 p. (Circulars of information, 1893, no. 8.)

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HISTORY OF PUBLIC SCHOOL EDUCATION IN ARKANSAS

By STEPHEN B. WEEKS
OF THE BUREAU OF EDUCATION



WASHINGTON
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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., July 26, 1912.

SIR: In most States of the Union campaigns more or less systematic have been conducted within the last few years for the improvement and more adequate support of the public schools. The campaigns in the Southern States have been remarkable for their intensity and continuity, as well as for the comprehensiveness of their purpose and the importance of their results. In these campaigns the appeal must always be to the people and to their representatives in legislatures and county and city tax-levying bodies. Both the people and their representatives must be convinced that the legislation asked for will be for the public good, and that the objects for which appropriations are to be made and taxes levied and collected are worthy. Above all must it be shown that they are in keeping with the spirit of the best development in the State and community, and such as would meet the approval of those statesmen and other public men who have determined the policy of the State, and to whom the people are accustomed to look for guidance in civic matters. I have been more or less directly connected with these campaigns in several States and have frequently felt the need of some brief, clear, and comprehensive account of the origin and growth of the public-school systems of those States and of definite knowledge of the attitude of the leaders and representatives of the people toward the questions of public education. Many others have felt the same need. But the history of public education in these States has never been written in this way. I have therefore arranged for a series of studies in the history of public education in several States, to be published by the Bureau of Education for distribution in the States to which they refer. The first use of these publications will be as handbooks in these campaigns. I believe they will also have much value for students of education when the time comes—as it must soon come—for writing the history of education in this country in a more formal and comprehensive way.

The accompanying manuscript relating to education in the State of Arkansas is the first of this series. I recommend that it be published as a bulletin of this bureau.

Very respectfully,

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

HISTORY OF PUBLIC SCHOOL EDUCATION IN ARKANSAS.

CHAPTER I.

THE AMERICANIZATION OF ARKANSAS.

The territory now embraced within the State of Arkansas was discovered and explored by the Spaniards under De Soto, and was settled by the French under La Salle and De Tonti. It formed a part of French Louisiana and came to the United States with the transfer of December 20, 1803. Under the act of Congress of March 26, 1804, the present State of Arkansas was made a part of the District of Louisiana, which was usually and popularly styled Upper Louisiana. Under the congressional act of March 3, 1805, the District of Louisiana was erected into the Territory of Louisiana, the country now included in the State of Arkansas being embraced, along with the southern part of Missouri, in the District of New Madrid. On June 27, 1806, the District of Arkansas was erected under authority of an act of the Legislature of the Territory of Louisiana. At that time practically the only settlements within the bounds of Arkansas were those at Arkansas Post and Camp Esperance, but by 1819 the population had so increased that the Federal Government found it desirable to organize the District of Arkansas as a Territory (Mar. 2, 1819). The bounds of the new Territory were 33° on the south, 36° 30' on the north, and the Mississippi River on the east. On the west it extended indefinitely to the Mexican possessions, a distance of at least 550 miles. The Post of Arkansas was fixed as the seat of administration, while the population, nearly 14,000 in number, was located mainly on the tributaries of the White and St. Francis Rivers, on the Mississippi River between New Madrid and Point Chicot, and up both sides of the Arkansas for 100 miles above Arkansas Post.

It is relevant to trace very briefly the growth of population in the new Territory and to find as far as possible the sources from which the early population came. If these sources can be discovered, beyond question a most valuable key to the sentiments of the people

NOTE.—The author of this study desires to express his thanks to Messrs. Josiah H. Shinn, George B. Cook, B. W. Torreyson, John H. Reynolds, and D. Y. Thomas, all of Arkansas, who read this paper while in manuscript and made valued suggestions.

toward the general subject of education will have been obtained. The population of Arkansas since 1722, the per cent of increase by decades, and the population per square mile are given in the following table:

Statistical view of Arkansas population, 1722-1910.

Year.	White.	Colored.	Total.	Per cent of increase since last census.	Population per square mile.
1722.....	1 22				
1766.....	88				
1785.....	176				
1799.....	368				
1810.....	1,062				
1820.....	12,579	1,676	14,255		
1830.....	25,671	4,717	30,388	113.1	0.3
1835.....	58,134	9,630	67,764	123.0	.6
1840.....	77,174	20,400	97,574	221.1	1.8
1850.....	162,189	47,708	209,897	115.1	4.0
1860.....	324,143	111,259	435,402	107.5	8.2
1870.....	362,115	122,169	484,284	11.2	9.1
1880.....	591,531	210,666	802,197	65.6	15.1
1890.....	818,752	309,117	1,127,869	40.6	27.5
1900.....	944,580	366,856	1,311,436	16.3	35.0
1910.....	1,131,080	442,891	1,573,921	20.0	30.0

¹ On Law's grant.

² Population statistics from United States census, except 1835, which is from State census of 1834-35.

³ Represents per cent of increase between 1830 and 1840.

⁴ Omits a few Chinese, Japanese, and Indians.

The State lies between 33° and 36° 30' latitude—lines embraced in general on the Atlantic coast by the territory between Charleston, S. C., and the southern boundary of Virginia. As is well known, the American pioneer has, as a rule, emigrated along lines of latitude. The Mississippi River was the route by which the earliest settlers came into Arkansas, either from New Orleans or down the river from St. Louis and the settlements farther north and east. Many came by boat from southern Indiana and Ohio and from river points in Kentucky and Tennessee, but with the development of the older States of the Middle West and the building of the great National Road the methods of immigration changed. The horse became the motive power and the covered wagon superseded the flatboat; so that a large majority of the immigrants who entered Arkansas between 1815 and 1830 came overland on horseback or in wagons, entering the Territory from Missouri at Davidsonville in old Lawrence County. In 1820 their line had extended through Batesville to Cadron in Pulaski County, and in 1821 down to Red River through Clark and Hempstead Counties. "Far-away Hempstead," says Shinn, then "had more than one-seventh of the population, and although for the most part from Georgia, North Carolina, Virginia, and Kentucky, they came in from Missouri in wagons guided by the National Road."¹

Prof. Shinn is also authority for the further statement that the English-speaking population who entered Arkansas before 1820 was

¹ See Shinn's *Pioneers and Makers of Arkansas*, 102 et seq.

largely cosmopolitan in character; that for the decades between 1820 and 1840 immigrants from Kentucky, Ohio, and Indiana were dominant, with the Kentuckians in the lead.

The main sources of this population are given by States in the census reports for 1850-1900, and are as follows:

Statistical view of the sources of Arkansas population, 1850-1900.

Natives of—	1850	1860	1870	1880	1890	1900
Tennessee.....	33,807	66,609	66,561	87,593	95,941	84,644
Alabama.....	11,260	24,433	28,317	39,013	43,365	39,338
Mississippi.....	4,463	16,361	22,086	35,248	51,510	64,986
Missouri.....	5,328	8,638	16,838	29,506	38,011	45,319
Georgia.....	6,367	18,081	25,232	36,715	37,726	32,902
North Carolina.....	8,772	17,747	18,480	19,727	24,941	20,087
Kentucky.....	7,428	11,083	13,669	18,089	22,708	20,641
South Carolina.....	4,587	10,704	13,805	15,107	21,125	17,230
Illinois.....	3,276	8,899	5,877	12,238	20,540	23,205
Virginia.....	4,737	6,484	11,851	13,272	11,950	8,745
Texas.....	836	1,565	6,617	10,960	14,622	19,496
Louisiana.....	1,066	2,313	4,909	9,649	12,416	19,844
Indiana.....	2,128	2,504	2,954	8,528	13,015	13,932
Ohio.....	1,051	1,513	2,199	5,254	9,254	8,867

Tennessee during the whole period between 1850 and 1900 stands at the head of the list of States contributing to Arkansas population; Alabama stands second in 1850, 1860, 1870, and 1880, and third in 1890 and 1900; North Carolina is third in 1850, fourth in 1860 and 1870, and sixth in 1880 and 1890; Georgia is fifth in 1850, 1880, and 1900, third in 1860, 1870, and 1880; Missouri is sixth in 1850 and 1870, fifth in 1880, fourth in 1890, and third in 1900; Mississippi is ninth in 1850, fifth in 1860, fourth in 1870 and 1880, and second in 1890 and 1900.

From this we may conclude that in order of importance the sources of population for Arkansas have been Tennessee, Alabama, Mississippi, Missouri, Georgia, North Carolina, and we may safely assume that many of those who were born in the younger States named above were themselves the children of parents who had removed from North Carolina and Georgia.

These conclusions as to the sources of this population show its essential homogeneity and its feeling toward the subject of education in general, for it furnishes us a speculative key with which we may find entrance to the characteristic feelings of the settlers. It was but natural for them to carry to their new homes the ideals, educational and other, which they had imbibed in their old homes, and if we know the sections from which they migrated to Arkansas we can not be far wrong in the interpretation we may put on their early efforts for educational development.

These figures also justify the earlier statement that the lines of migration westward have been in the main along those of latitude. A glance at the maps in the Census Report of 1880, illustrating this

phase of migration, will establish the accuracy of this statement beyond question.

Going beyond State lines, we can see from a study of the sources of Arkansas population that it was distinctively southern. Of the 10 States contributing most, 9 were southern at each census period. The only western State that comes within the ranks of the first 10 at any time is Illinois in 1850, 1860, and 1890.

It is safe to assume, then, that the conditions confronting education in the new Territory and the sentiments and training brought to the solution of its problems by the settlers were not essentially different from those which prevailed in the first half of the nineteenth century in the older States of Tennessee, Alabama, Mississippi, Missouri, Georgia, North Carolina, and Virginia.

It will be noted that these were all slave States, and that their education was of the private and academic type which obtained in England; was transplanted to the United States and transferred to the South, especially to North Carolina, in the second half of the eighteenth century by that brilliant array of educational missionaries sent out by the College of New Jersey.

CHAPTER II.

PRIVATE SCHOOLS PRIOR TO THE CIVIL WAR.

INDIAN SCHOOLS.

The first schools in Arkansas were church schools under the direction of the Jesuits, who, during the French and Spanish régimes, made some effort at instruction of the Indians in things temporal as well as spiritual.

In the same way one of the earliest educational efforts after the beginning of the American domination was made in behalf of the Arkansas Cherokees by Rev. Cephas Washburn, a Congregational minister from New England, who, on January 1, 1822, opened a school for Cherokee Indians at old Dwight, near Russellville in Pope County. This school was an outgrowth of the school which had been established at Brainerd in the Cherokee Nation, on the east of the Mississippi. Mr. Washburn had come out under the auspices of the American Board of Commissioners for Foreign Missions, and as such had visited the Cherokees in Georgia in 1818. He first visited those of Arkansas in 1819; he removed into the Territory, encountering on his trip untold hardships, in 1820-21, and because "the solicitation of the Cherokees was so urgent" made arrangements for a boarding school in the summer of 1821. This was opened January 1, 1822, with 15 pupils, a number which was soon increased to 50. From that time until 1840 Mr. Washburn continued to preach and to teach among the Cherokees. The first part of his work was conducted at Dwight, where many white pupils were also taught along with the Indians, and after the removal of the Cherokees to the Territory it was continued at the mission established on the Sallisaw, a tributary of the Arkansas. Here there were two boarding schools, one for boys and one for girls, to which some 75 pupils were attached.

The school at Dwight was something more than an institution for instruction in the three R's. The principles of modern industrial training were introduced. Once when a hostile chief sent a challenge for 20 of the school boys to meet 20 who were unschooled, for a display of skill in the green-corn dance, the challenge was accepted, but the teacher proposed to change the weapons from nimbleness of limb to skill in use of the hoe and the spelling book. The boys were taught the elements of agriculture, the girls needlework and domestic

science, and all were instructed in habits of industry, neatness, and order. In this school as many as seven teachers were employed. The school in the Indian Territory was almost self-supporting, "for bread and meat were raised on the school farm and the other school expenses did not exceed \$1,000."

Washburn left the Cherokee work in 1840. By his sound judgment, tireless perseverance, and his practical wisdom, he had brought the nation far on the road toward education and Christian civilization, and now felt it his duty to minister in like manner to the whites. The next 20 years were devoted to mission work and to teaching in Arkansas, often on the frontiers and frequently under trying difficulties. In modesty, unaffected humility, and thorough devotion to duty no finer example of heroism can be offered by the State than Cephas Washburn, missionary and teacher for more than 40 years (1818-1860).¹

PRIVATE SCHOOLS AND ACADEMIES.

The earliest settlers in Arkansas were by no means without educational facilities. School-teachers began their work almost with the first American settlements. Records of these schools are meager, but enough memorials have been left to show their existence. They were usually called "academies," but as a matter of fact they were primary and secondary schools combined, and perhaps in a majority of cases were more primary than secondary. It was from such schools as these that the primary schools of a later date, the real academies and other higher institutions, were evolved.

Caleb Lindsey began work as a teacher in old Lawrence County in 1816; John Calloway taught in Clark County; Moses Eastburn began teaching in 1821 and continued for 60 years. Judge Daniel Witter taught in Hempstead County in 1822. In 1825 Jesse Brown founded the Little Rock Academy. In his advertisement in the *Arkansas Gazette* for March 7, 1826, he says: "Jesse Brown, principal of the Little Rock Academy, returns thanks for patronage during the past year and solicits its continuance." His terms for spelling, reading, writing, and arithmetic were \$24 per annum. These branches, with geography, grammar, elocution, history, chronology, bookkeeping, and "Italian method," were taught for \$36. Subscriptions less than a year were \$1 per month extra. French was also offered. C. W. Graham was Brown's assistant.

Brown's school was doubtless responsible for the book advertisement which appeared on November 8, 1826, in which there is offered a "new supply of school books," including Cumming's *Geography* and *Atlas*, Pickett's *Juvenile Expositor*, Murray's *Grammar*, his

¹ See Washburn's reminiscences of the Indians in his *Biography* by J. W. Moore, Richmond, 1890.

Exercise and Introduction, Webster's Spelling Book, Walker's School Dictionary, pocket Bibles, slates, pencils, ink, letter paper, etc.

At the same time (Nov. 14, 1826) William E. Woodruff, editor of the Gazette, advertises a circulating library of about 150 volumes, consisting mostly of "plays and novels, with a few miscellaneous works of merit," which he proposed loaning "at the ordinary library prices." If this experiment succeeded he promised to open "a circulating library," which would include all the popular works and some periodicals. Prices were 12½ cents per week for duodecimos and octavos; the borrower was expected "to use them carefully" and to retain them "no longer than may be necessary to read them through." But this literary venture was presumably premature, for the advertisement had disappeared on December 12, and even Mr. Brown found it necessary the next January to inform his patrons who were in arrears "for schooling, or otherwise, that he can not live upon the wind."

In the Arkansas Advocate for 1830 H. M. Wiener advertises his school, which was located on the main road from Little Rock to Batesville. The terms were \$12 per year or \$1.25 per month. On July 4 of that year an "Address on education" had been delivered by a "native youth" before an audience in Pope County.

Thomas B. Malone, who had been teaching for 21 years, offers instruction in 1831 for both sexes: In the male department, spelling, reading, writing, and arithmetic, English grammar, rhetoric, elocution, geometry, natural and moral philosophy, and theoretic chemistry, Latin and Greek; in the female department, under direction of Mrs. Malone, reading, writing, arithmetic, English grammar, geography, history, natural philosophy, drawing, and painting.

Various school advertisements appear in the Times, of Little Rock, in 1835 and 1836. In July, 1835, Mr. and Mrs. Mecklin announce that their school is to be removed to Washington County. In February, 1836, A. M. Scott announced a school as opened in the Baptist Church in Little Rock. He offered the sciences, an English education, and the Latin tongue. In May of the same year Spring Hill Female Academy advertises the arrival of Miss Elizabeth Pratt, of New York.

But perhaps the most ambitious of these announcements is that of the Little Rock Academy, "a primary and academical school." In 1836 P. Wright was conducting this school in the old State House, where he was ready to teach spelling, reading, etc., up to chemistry, botany, astronomy, trigonometry, and mental philosophy, together with Latin, Greek, and French. Mr. Wright is careful to say that his school was a place where—

the plan of instruction will be such as to impart a thoroughly practical knowledge of the studies introduced; to promote habits of thought, reflection, and proper self-

dependence; and instead of making the mind of the pupil a lumber room, stored, without order or harmony, with a mere smattering of all subjects, to improve its powers.

These advertisements do not cover all the private schools, but they show that there were schools in the Territory for years before any applied to the Government for incorporation. Leaving out of consideration for the present the public schools, we find that from this time to the outbreak of the Civil War there was a long line of private schools which supplied, so far as they were able, the scholastic needs of the communities in which they were located. These were private or "entered" schools and charged tuition fees. Although approved and encouraged by the State, they had at first no official connection with it; they sought to cater to the wants and needs of that class of the population who could afford to send their children to school and pay for it. The number of these schools increased so largely that the Times, of Little Rock, was led to seek their *raison d'être*. It says editorially, on May 16, 1835:

Disguise it as we may, the education of the rising generation is at the very bottom of the wheel * * * a state of indifference to the vital interest. * * * What has been the great moving spring in building the many institutions * * * has been sectarian pride and prejudice.¹

Such schools and academies as the above were no doubt the more pretentious. There was, however, another class which were more local in their appeal, more modest in their claims, and of which less is known, but which were, nevertheless, the centers of educational life and inspiration for large numbers of the native population of the first generation. They were popularly known as "forest schools"—so called, perhaps, from their usual location on the borders of the unbroken wilderness—but which in some of the older States were called "old field schools."

Prof. Shinn quotes from Frederick Gerstaecker, a German traveler, a description of one of these forest schools which in 1841 was conducted between Perryville and Danville:

We passed a school as we went along—one of the usual log houses, but with a plank inserted between two of the logs to serve for a desk. The more distant scholars come on horseback and tie their horses to the fence during school hours. Of course they bring their dinners with them. These forest schools seldom pretend to teach more than reading, writing, and arithmetic; if they attempt geography, it is confined to that of the United States. It was just noon as we passed; at this hour master and scholars make it a rule to play at ball, so that they may return with greater zeal to their spelling.

Prof. Shinn gives also a specimen contract for a "forest school."

This article, entered into on this the 27th day of December, 1847, between Josiah C. Shinn, of the county of Pope and State of Arkansas, of the first part, and we the undersigners, of the county and State aforesaid, witnesseth: The said Shinn doth

¹ Says Prof. Shinn: "The hundreds of old field and forest schools were not the church academies, and the fewest number of academies were church schools."

bind himself to teach a school in the new schoolhouse on the land of B. D. R. Shinn for the term of three months, Saturdays and Sundays excepted, and during said term to instruct all pupils committed to his charge in all branches usually taught in common English schools to the best of his ability. Strict rules of morality are to be enforced during school hours and while the pupils are under the care of the teacher. And we the undersigners do bind ourselves to pay said Shinn for his services \$3 for each scholar we subscribe, and what the said Shinn needs for his family we will deliver at his residence, or at the house of B. D. R. Shinn. When produce is taken, it is to be at the price for which a like article can be procured for the cash. Many articles will be needed during the school for the use of the family, such as meal, flour, pork, beef, sugar, and coffee. School to begin on the 3d day of January, 1848.

In the meantime, as the population grew and the schools developed, the more advanced and better organized ones were duly incorporated according to law, and had among their trustees some of the ablest men in the State, including the best lawyers and preachers.

The first incorporated institution of learning in the State was the Batesville Academy, at Batesville, in Independence County. It was chartered under date of September 26, 1836. The provisions in this charter of general interest are:

1. The establishment, "as soon as the funds will admit," of an institution for the education of females.
2. The trustees were required "to cause the children of poor people in said county to be instructed gratis."
3. They were directed also "to educate all the students gratis * * * in all or any of the branches of education which they may require, whenever the funds of the institution shall in the opinion of the trustees permit these or either of these arrangements."
4. The law took opportunity also to emphasize freedom of religious belief, for "no preference shall be given, nor any discrimination made, in the choice of trustees, professors, teachers, or students on account of religious sentiment"; nor might the school authorities "at any time make by-laws, ordinances, or regulations that may in any wise interfere with or in any manner control the right of conscience or the free expression or exercise of religious worship."

This act marks clearly four characteristics of education in Arkansas at that time:

1. The sexes were educated separately.
2. The schools were not "free" in our sense, inasmuch as the poor were to be educated free, not for the protection of the State, but as a favor.
3. The ideal was that of a school rendered free by endowment, not by public taxes.
4. There was freedom of religious belief.

It can not be said that in any one of these four characteristics did the charter of Batesville Academy go beyond the prevailing theories of its day. It was merely the exponent of contemporary tendencies.

Its leaders were not the prophets of coming educational freedom and showed no signs of educational leadership.

The Fayetteville Female Academy was the second institution incorporated, receiving its charter on October 26, 1836. As its name indicates, this institution was for women. It was incorporated before the town of Fayetteville had a legal existence and helped to create an atmosphere which before the war made Fayetteville an educational center.

From 1836 to 1861 the fashion for private academies was so accentuated that a number were chartered at nearly every recurring session of the legislature. The acts of incorporation are of the same type and reproduce in general the characteristics already noted under the Batesville Academy:

A self-perpetuating board, made up of the more prominent citizens of the county, section, or State, as the case might be, was created; this board had all the powers of an educational nature of a body corporate; it controlled absolutely all funds the institution might acquire; it elected and dismissed its teachers; it was usually charged to provide a similar institution for girls as soon as funds would permit; to educate the poor without charge, not as a right but as a favor; to make all tuition free when the proceeds from private endowments would allow; and to make no discrimination on account of religious beliefs.

This was the general character of the charters given in the thirties and forties; in the fifties they had broadened somewhat, perhaps owing to the knowledge that comes from experience. It then became general to charter the institutions for some definite length of time, usually 99 years; the provisions in regard to religion were left out, being perhaps by that time thoroughly fixed in State consciousness; their powers were broadened, a number, both male and female, being empowered to grant degrees, even "the degree of Doctor in the learned arts and sciences and belles letters"; they were specifically exempted from taxation, and it was provided that no mere misnomer should prevent an institution from receiving gifts that had been really intended for it; a limit was put on the amount of endowment they might hold, the maximum being about \$250,000, besides buildings, library, and apparatus; the acts of incorporation were declared to be public acts. Generally it was declared that all property should be held and administered for educational purposes, not as a source of private gain, although in a very few cases private joint-stock companies were created. In many cases the institutions were protected from the sale of liquors in their vicinity, and this protection was even extended to institutions that were not formally incorporated.

In the following pages is given a list of the institutions chartered before 1861 with remarks on any noteworthy characteristics.

Chartered in 1838:

Lewisburg Academy, Lewisburg.
 Little Rock Academy, Pulaski County.
 Chicot Academy.
 Napoleon Public School.

The name of the last-mentioned institution is suggestive of modern life. It is recited in the act that the building for its occupancy had been already erected and it has been said that it was "doubtless the first public school building in the State." The charter excluded from the school the promulgators of abolition and Mormonism, but beyond this prohibition there is nothing to differentiate this academy from others. It was not a public school in any modern sense, either in operation or theory. It was a private institution of the orthodox type. The charter was amended at the legislative session of 1842-43. Chicot Academy, however, looks toward the modern idea and comes near being a public school, since the trustees were authorized to sell (i e , lease for 99 years, renewable forever) the sixteenth sections, and whenever the interest on the money received should amount to \$2,000 to apply it to educational purposes. A further indication of a modern trend is the demand that English be required as a study. This seems to have been the first academy in the State to grasp the public-school idea.

Chartered in 1840:

Rocky Comfort Academy, Sevier County, then already in operation.

Pocahontas Academy, Pocahontas.

Chartered in 1842-43:

Bethesda Academy, Washington County.

Lafayette Academy, Lewisville.

Benton Academy, Saline County.

The last-named institution was authorized to establish a department of agriculture, but since no children were to be required to study or labor in that department contrary to the wishes of parents and guardians, we may safely assume that it was of the manual-labor type prominent at that day—probably an echo of Fellenberg's system.

Chartered in 1844-45:

Far West Seminary, Washington County.

Spring Hill Male Academy, Hempstead County.

Spring Hill Female Academy, Hempstead County.

Fort Smith Academy, Crawford (now Sebastian) County.

The Fort Smith school had been in existence since 1840 or earlier; its term was 1½ months.

The two Spring Hill schools although separate and distinct had the same incorporators, and the acts of incorporation are identical. The institutions were educational twins, as it were.

Rev. Cephas Washburni, of Cherokee fame, was one of the incorporators of Far West Seminary. Its buildings were already erected and work was in progress. It was to have a manual-labor system, to lessen expense and promote health. A bid on its part for general patronage is indicated by choosing one of the trustees from the Cherokee Nation, another from Missouri, and a third from the southwestern corner of the State. The Bible was declared the standard in religion and morals, and the institution was made nonsectarian and non-partisan. It had received in 1843 lands from private individuals as a part of its endowment. The most important phase of its constitution was expressed in the following section in its charter, which would seem to indicate that the trustees of Far West had begun to realize that something more than a mere acquiring was necessary in education:

5th. In addition to the ordinary degrees of academical attainments, an honorary premium shall be conferred on such students as, in addition to the ordinary branches, shall have attended scientifically to agriculture and the mechanic arts, and shall have acquired a practical skill in agriculture or some one branch of mechanics.

It is very unfortunate that no history of this interesting experiment has come down to us.

Chartered in 1846:

Washington Male and Female Seminary, of Hempstead County,
a Methodist school.

Chartered in 1848:

Clarksville Institute, Clarksville, Johnson County.

Princeton Male and Female Academy.

College of St. Andrew, at Fort Smith.

Clarksville Institute was intended for the education of the blind. The act of incorporation contains a provision by which the institute might become personal property. In January, 1851, the legislature placed the deaf and dumb under its control, appropriated \$1,000 for its support, and required an annual report.

The College of St. Andrew was a Roman Catholic institution. Its proposed charter precipitated a fight in the legislature, the majority of the committee reporting against its incorporation on the ground that it was a sectarian institution dominated by a bishop who owned no allegiance to American institutions, and on the additional ground that it asked for a charter in perpetuity. The proposed charter was amended and then became a law. Owing to fire the college never materialized, but a church school was conducted here until 1858.

Chartered in 1850-51:

Tulip Female Collegiate Assembly, Dallas County.

Arkansas Military Institute, Tulip, Dallas County.

Cane Hill Collegiate Institute, Booneboro, Washington County.

Soulesbury College, Batesville.

Eldorado Female Academy, Union County.

Fountain Hill Male and Female Academy, Ashley County.

Cane Hill was under the control of the Presbyterians. By an act of 1852-53 its name was changed to Cane Hill College and it was given power to confer degrees. Soulesbury College was under the control of the Methodist Episcopal Church, South. Its name was changed in 1852 from college to institute. The two institutions at Tulip were complementary and covered the whole field, while keeping the two sexes apart.

Chartered in 1852-53:

Oil Trough Academy, Independence County.

Cane Hill Female Seminary, Booneboro, Washington County.

It was first chartered in 1850.

Mine Creek Male and Female College, Hempstead County.

Boston Male and Female Academy, Franklin County.

Mackemic College.

Batesville Institute.

Lacy Male and Female Academy, Lacy, Drew County.

Male Academy, Monticello, Drew County.

Female Academy; Monticello, Drew County.

Arkansas College, Fayetteville, Washington County.

Oil Trough and Mine Hill were coeducational. Mackemic College was a Presbyterian institution. Although the name appears in the charter as Makemic it was probably named for Francis Makemie. Arkansas College had power "to constitute and confer the degree of doctor in the learned arts and sciences and 'belles-lettres,' and to confer such other academical degrees as are usually conferred by the most learned universities." Batesville Institute was "an institution for the promotion of the fine arts, mechanism, science, education, commerce, and agriculture, and the diffusion of knowledge." This was to be accomplished by establishing a college, a circulating library, etc. It seems to have been a private joint-stock company.

Chartered in 1854-55:

Perkins Institute, Smithville, Lawrence County. Its charter was revived in 1861.

Crawford Institute, Van Buren.

Batesville Male and Female Academy.

Huntsville Masonic Institute, Huntsville.

Princeton Male Academy, Dallas County.

Princeton Female Academy, Dallas County.

Pleasant View Female Academy, Huntsville, Madison County.

Clarksville Female Seminary, Clarksville, Johnson County.

Bluff Spring Male and Female Academy, Marion County.

The two Princeton academies were entirely distinct bodies with entirely different boards. The Clarksville and Huntsville schools might confer degrees. Crawford Institute belonged to the Methodist Episcopal Church, South, and might confer "the degree of doctor in the learned arts and sciences, and belles-lettres." Its name was changed to Wallace Institute in 1857.

Chartered in 1856-57:

Spring Hill Academy.

Ouachita Conference Female College, Camden.

Dardanelle Female Institute, successor to Dardanelle Female Seminary.

Mount Holly Academy, Union County.

Chicot Male and Female Academy, Chicot County.

Ouachita College, of the Methodist Episcopal Church, South, had power to confer "degrees in the arts and sciences." It was transferred to Tulip, Dallas County, in 1860.

Chartered in 1858-59:

St. Charles Academy, Arkansas County.

Searcy Polytechnic School, White County.

Warren Male and Female Seminary, Bradley County.

Hampton Male and Female Academies, Calhoun County (consolidated in 1860).

Magnolia Female Institute (charter repealed 1861).

Fayetteville Female Institute, Washington County.

Fayetteville Female Seminary, Washington County.

Atlanta Male and Female Academy, Union County.

Van Buren Female Institute, Van Buren.

Ewing Institute, Johnson County.

Jefferson Female College, Pine Bluff.

Dardanelle Female Institute, Yell County.

Female Academy of St. Catherine, Helena.

Chambersville Male and Female Academy, Calhoun County.

Crooked Creek Male Academy, Marion County.

Arkansas Institute for the Blind.

Mountain House Male and Female Academy, Marion County.

Phi Kappa Sigma ($\Phi K \Sigma$) Male College, Monticello, Drew County.

White Sulphur Spring Female High School, Jefferson County.

The Academy of St. Catherine was a Catholic institution. The act of incorporation of Fayetteville Female Seminary recites that it had been founded in 1839. Warren Seminary was a joint-stock company, conducted for gain. In 1861 the Arkansas Institute for the Blind was given State funds per year up to \$4,000. The name

of the Searcy Polytechnic Institute arouses the hope that a new master had arisen in this educational Israel, but it proves to be an academy of the orthodox type. The only new feature is that of military instruction.

Chartered in 1860-61:

Franklin Male Institute, Ozark, Franklin County.

Arkansas Synodical College, Arkadelphia.

Ouachita Conference Female College, Tulip.

Pocahontas, Randolph County, and Gainesville, Greene County, Male and Female Colleges.

Sisters of Mercy of the Female Academies of Helena, of Little Rock, and of Fort Smith (3 separate schools).

Maryville Male and Female Academy, Columbia County.

Brownsville Male Academy.

Arkadelphia Female College, Methodist, Sevier County.

Richmond Male and Female Academy, Sevier County.

Poinsett Male and Female Academy, Poinsett County.

Spring Hill Male and Female Seminary, Hempstead County.

Hickory Plain Male and Female Institute.

Pleasant Ridge Academy, Bradley County.

Northwestern Arkansas Baptist Female Institute, Fayetteville, Washington County.

Hillsboro Male and Female Academy, Union County.

Benton Male and Female College.

Three Creeks Female Institute, Union County (mentioned as if already established).

Pocahontas and Gainesville Colleges, although entirely separate and distinct and with separate boards, were created by the same act.

In 1861, St. John's College, of Little Rock, received the geological and mineralogical specimens and the miscellaneous books which had been on deposit in the office of the secretary of state. Various other institutions are also named in the law as receiving some particular mark of favor from the State, such as remission of taxes or protection against liquor selling, although they had received no formal charter. It is therefore certain that not all the educational institutions received charters from the State.

TENDENCIES OF THE CHARTERS.

Four tendencies may be discovered in a study of these charters:

1. The schools were clustered about particular centers rather than distributed over the State as a whole; e. g., Batesville, 1836, 1853, 1854; Cane Hill, 1850, 1852; Princeton, 1849, two in 1855; Chicot, 1838, 1857; Fayetteville, 1836, 1858, 1859 (all female seminaries).

2. Male academies are soon followed by female academies in the same town; later the tendency to unite the two into one appears.

3. There is a tendency to call these institutions colleges, instead of schools, academies, or institutes, to grant degrees, and to increase greatly the number chartered.

4. There was a growth of religious—i. e., denominational—schools.

It has not been thought necessary to carry this list beyond the beginning of the Civil War, not because no private schools were conducted after the end of the war, but for the much more important reason that that struggle marks the end of an era in educational progress in Arkansas and in the South. Before then education was academic, select, classical, and belonged to the classes. It was an advantage to be paid for as any other luxury; it was not a necessity to be demanded from the State as a right. The private academy stands for the older idea; the public school for the newer.

The early settlers in Arkansas began to put into practice the educational ideas they had imbibed in their old homes. In the beginning elementary education was left largely to the family. Arkansas, like New England, depended on the private academy, not on the public school. This academy, without supervision or outside control and a law unto itself, owed its origin to private initiative and private munificence. It served primarily those who were able to pay for its advantages; after them, but to a more limited extent, it served the community as a whole. It was the source of education, and its course extended from the rudiments to the college.

The southerner, true to his English ancestry, showed a tendency to develop the type of institution which he had received from his fathers. He did not take kindly to founding new ones. The feeling in the South, and in the Union as a whole for that matter—for it was 1820 before primary instruction was made free even in Boston—was not against schools but against free schools, which were regarded by the poor as a badge of poverty and by the wealthy as degrading. The academy supplied the needs of the planter; if more was necessary he sent his sons to the University of North Carolina, the University of Virginia, or to the North.¹ The people as a whole had not felt the coming impulse and had made no demand. When the impulse came the aristocratic founders of private academies became the leaders in the new field of educational endeavor.

Then, too, historically speaking, education was considered the daughter of religion and, like religion, was regarded as a matter of personal and domestic concern with which the State had no right to interfere. As each individual was allowed absolute liberty in matters of religion, so he was in education. Further still, the population was small, indifferent to culture, bent on the conquest of nature, with little opportunity for organization, devoted to agriculture and

¹ J. B. De Bow estimated that in 1855 the South paid the North \$5,000,000 for books and education.

personal freedom, and so scattered that in 1840 it averaged 1.8 persons to the square mile and only 8 in 1860. There were no large towns to serve as centers of civic life and the large slave population complicated the problem. It is not surprising, then, that no general system of education was developed.

Considering the inherent difficulties which the academies, more or less isolated and more or less transient, had to face, we can only marvel that they produced results as satisfactory as they did. They did not furnish universal education, but they did train a body of leaders who governed and developed the State, and, as Shinn well says:

The teachers were men of parts, and the instruction managed in some way to sift itself through the whole community. Every bright boy got his share, and that irrespective of his ability to pay.¹

¹ Shinn's History of Education in Arkansas, p. 21.

CHAPTER III.

THE PUBLIC-SCHOOL SYSTEM AND THE STATE LAND FUNDS, 1827-1861.

The history of public schools in Arkansas prior to 1861 is the history of the public lands which had been granted by the Federal Government at various times to the State for educational purposes—the history of the seminary, saline, and sixteenth-section lands.

It is also the history of a courageous people who sought by the empirical method to work out their educational salvation and who, because of the spirit of the age or section, were unable to diagnose the fatal weakness of their system. In their organic capacity the people of Arkansas slowly and laboriously worked out their problem. It was a long and painful experiment, accompanied by many mistakes, for which they as a whole had to pay a heavy penalty, and yet each experience, each costly experiment, brought them visibly nearer the goal of universal education.

These experiments in State education for all the people date from 1827, and are therefore contemporaneous, throughout their whole course, with the evolution, development, and growth of the private academies. While the leaders of Arkansas were making use of the academy to supply their immediate educational needs, they were seeking slowly and painfully to evolve a plan of universal education by means of Government grants of public land.

When we come to trace the history of the public-school movement in Arkansas, we find—

(1) That it was an evolution from private schools, usually called academies.

(2) That it drew its support (a) first of all from tuition fees and from endowments made by private individuals; (b) from direct taxation, which, however, during this period was so small that it may be neglected (being only \$1,100 for the State for the year represented by the Federal Census of 1860); (c) from the income of the seminary and saline funds, which were soon diverted from the higher to the lower schools; (d) from the income of the sixteenth-section funds, which, as will be learned, was the property of the township, not of the State as a whole.

As the basis of the schools was money, it becomes necessary to trace the history of the more important of these funds. The funds

coming from private sources have been considered already in connection with the chapter on the private academies; that from taxation may be neglected.

THE SEMINARY AND SALINE FUNDS.

As early as February 17, 1818, the Government of the United States had granted to the Territory of Missouri for educational purposes, two townships of land, one of which was to be located on the Arkansas. In 1827, by the act of March 2, this was changed so that the Secretary of the Treasury was authorized to set aside for the use of the Territory of Arkansas two entire townships "for the support and use of a University." These lands were to be located in tracts of not less than an entire section. They became known and are referred to as "seminary lands" and are so used in this paper. They are separate and distinct from the sixteenth-section lands, which were for the use of public schools. The seminary lands, when located, represented some of "the best and most valuable lands" in the Territory. Gov. Pope, in his message to the assembly of 1829, recommended that authority be obtained from Congress to lease them on long terms, so that tenants would feel "an interest in making lasting and valuable improvements." It was thought that in this way in a few years ample revenue would be secured "for the education of the rising generation of the Territory, an object of the highest importance in every free country." Gov. Pope's reasons for this recommendation are shown when, in the same message, he adverts to the condition of many of the newly arrived immigrants, refers to the presence of the land speculator, and in a veiled manner to the promises then held out to Americans by the Mexican Government. These immigrants, he said, have—

settled on the public lands and made small improvements to support their wives and children, and are liable every moment to be driven from their homes by the wealthy speculator, without compensation for their labor. They have not money to purchase where to lay their heads, and without the protecting hand of a wise, just, and humane government they must seek homes from the bounty of some foreign government.¹

By an act of Congress of March 3, 1833, the governor was authorized to sell 20 sections of these lands and to apply the proceeds to buildings for the proposed university. On October 24, 1835, Congress was asked by the general assembly for complete power over the seminary lands.² This request was granted in the act of June 23, 1836, supplementary to the act of admission. By that act the lands for the proposed university and the saline lands were placed entirely

¹ It should be recalled that the present homestead law was not then in existence.

² By resolution of Nov. 3, 1835, the assembly asked for "entire control of the sixteenth sections or school lands." The State act of Nov. 5, 1836, provides for another selection when the sixteenth section had been taken up by private parties.

in the hands of the general assembly, and the grant of the sixteenth section "to the State for the use of the inhabitants of such township for the use of schools" was confirmed.

In his message to the assembly of 1837 Gov. James S. Conway says:

One among the important duties to be performed by the present legislature will be the judicious disposal of the fund which will arise from a donation of 72 sections of land granted to the State by the General Government for the purpose of establishing a seminary of learning. Its magnitude will doubtless insure your serious consideration. The creation of institutions of learning upon a scale as liberal as our means will justify must give to our young State an early, respectable, and proud stand among her sister republics. Most of the States of the Union have adopted measures and created funds for a general system of education, and from their experience we are taught that an earlier movement in the same course would have advanced the moral and intellectual standard of their citizens; and, learning wisdom from the experience of our neighbors, we can, in the outset, take such steps as will enable all our citizens to bestow on their children the benefits of education.

Shinn remarks (p. 14) that because of his penchant for educational philosophy and history Gov. Conway saw—

means and ends not discernible by those about him; * * * the trend of educational work went on under the guidance of individual experience rather than from any study and generalization of the past experiences of others. Forty years were devoted to gathering experiences, when the same results might have been reached by a careful historic study in a few years.

This criticism is eminently just, for the men who held the educational future of the State in their hands were without educational experience of the sort necessary for the problem; no educational leader arose in that generation, and as a result this great endowment melted away even before the shock of war had come.¹

In response to the governor's appeal, the assembly, by act of December 17, 1838, provided for the sale of all seminary lands. The funds arising from these sales were made a part of the capital of the bank of the State of Arkansas, but were declared a privileged fund, were not liable for the payment of the debts of the bank or of its branches, and were to be credited with all of their earnings.² In accord with this law, on February 17 and 18, 1840, all located and unlocated seminary lands were offered for sale. The governor was made the agent of the State, a minimum price of \$10 was fixed, but only four 80-acre tracts were sold, for a total of \$3,212. This seems to have discouraged the governor, who recommended in his next message that the minimum price be reduced to \$5 and when not sold at public auction it be disposed of at private sale. In accord with this recommendation a new act was passed on December 28, 1840,

¹ In 1838 Gov. Conway "earnestly recommended that means be adopted that will insure the speedy erection of a seminary." House Jour., 161-162, sess. 1838.

² For the amount finally lost through the bank of the State of Arkansas, see Chapter IX.

under which the price of these lands, at public or private sale, for the first six months was fixed at \$6; for the next six it was fixed at \$5; for the next six, \$4; and after 18 months it was to be \$3 per acre, "until otherwise altered by law."

This act was a long step backward, for not only was the time of payment extended to five annual installments, but the expression "until otherwise altered by law" invited land speculators and debtors to make demand for further concessions—an invitation which they are never slow to accept.

And yet, in his inaugural address before this same assembly in November, 1840, Gov. Archibald Yell had given utterance to an expression which indicated real educational statesmanship, which if carried out would have put Arkansas in the forefront of educational endeavor, and which marks Gov. Yell as a leader who was far ahead of his time. He said:

As a large portion of our rising generation are designed for agricultural employments, I respectfully suggest such a system of education as would not only teach science and literature, but combining practical knowledge of the mode of farming, which will tend to inculcate principles of economy and industry. The student then, in quitting his school, is qualified for his profession and at once becomes an ornament and useful member of society.¹

He renewed this recommendation in 1843.

But after the passage of the act of December 28, 1840, not much was to be expected from the seminary lands. In 1842 the assembly went further and gave up its rights to certain lands in favor of the squatters who were upon them. In 1844, December 18, the assembly asked Congress to allow it to apply the proceeds of the seminary lands to the common school fund. This request was granted by act of July 29, 1846.²

By act of December 23, 1846, the assembly made the agent of State lands also agent of the seminary lands and authorized him to dispose of them at private sale. The price was fixed for the first year at \$4 per acre; for the second at \$3; and thereafter at \$2. The payments were to be made in five years. In the case of the seminary lands there was a system by which land titles were secured or land money obtained from the treasury. Borrowers did not work singly but in companies, and by becoming surety for each other were able to obtain a maximum of loans on a minimum of security. One company of borrowers had 3 members and gave 10 notes; a second company of 5 gave 30 notes with one of their number as principal and 2 or 3 of the others as securities. In the list of 55 notes reported October 1, 1842, there were in all exactly 21 different names, with a

¹ Jour. House Rep., 1840-41, p. 274. *Ibid*, 1843, App., p. 14.

² And yet, on November 7, 1846, Gov. Drew writes to the assembly as if in ignorance of this congressional act. House Jour., 1846, p. 14.

total principal of \$29,269.53. The Big Five got off with the lion's share—30 notes for \$21,805 (principal).¹

In 1847 Ebenezer Cummins, one of the greatest lawyers of that day, was retained by the auditor to enforce payment for seminary lands sold to James Trigg, Richard Pryor, John W. Paup, and others. He brought suit in the Pulaski circuit court in that year, and on November 23 obtained two judgments against Trigg, Pryor, and Paup; one for \$6,119.44, and the other for \$10,709.10, or a total of \$16,828.54. The defendants tendered in payment the paper money issued by the broken State Bank of Arkansas and made this tender a defense to the action. This was overruled by the circuit court and in turn by the supreme court of the State. This case was appealed to the Supreme Court of the United States, where the following decision was reached (10 Howard, 218):

Although the pledge of the State to receive the notes of the bank in payment of all debts due to it in its own right was a contract which it could not violate, yet where the State sold lands which were held by it in trust for the benefit of a seminary, and the terms of the sale were that the debtor should pay in specie or its equivalent, such debtor was not at liberty to tender the notes of the bank in payment.

This decision went further and said:

The lands sold did not belong to the State of Arkansas, but were held by it in trust, to be appropriated solely for the use of the seminary. The money secured to be paid by the purchaser partook of the same character. * * * Should the money be invested by the State and lost, it would be responsible for it. No hazard incurred in the appropriation or use of this money could exonerate the State from faithfully carrying out the object for which the fund was originally constituted.

Other judgments were obtained about the same time amounting to \$20,279.20, making the whole fund \$48,000, the greater part of which was presumably never collected.²

In 1849 came the final blow to the seminary fund as such. Under an act passed in that year and in accord with the authority granted by the congressional act of 1846, the assembly provided that the principal of the seminary and saline funds should be divided among the counties for the use of common schools in proportion to their school census. The principal of these various county funds was to remain as an inviolate, permanent endowment fund. It was to be loaned by the county treasurer on good security at not less than 10 per cent, and the income was to be distributed among the school districts (i. e., townships) in proportion to school population.

In accord with this law semiannual distributions of the seminary and saline funds were made to the counties on account of the public schools. Their distribution on January 1 and July 1 are reported in the State auditor's accounts, but there is little uniformity in them. The term "apportioned" is used as synonymous with "distributed" and "drawn." So far as possible these accounts have been reconstructed from the varying reports of the auditor and treasurer and are given at length in the chapter on the permanent school fund.

¹ See auditor's report, 1842, in App. House Jour., 1842.

² See Shinn's History of Education in Arkansas, p. 18.

THE SIXTEENTH SECTION FUND.

The policy of granting the sixteenth section in each township for the use of public education had its origin in the ordinance of 1787. No general law was passed by Congress concerning the granting of these lands, but it became a general principle, and on March 3, 1803, Congress extended the privileges of the ordinance of 1787 to States in the Mississippi territory and thence it passed to those west of the river. It was recognized in the enabling act of Missouri in 1820 (March 6) and passed to Arkansas with its organization as a Territory of the second grade, March 2, 1819.¹ By formal act of January 6, 1829, the Territorial authorities were authorized to make and carry into effect—

such laws and needful regulations as they shall deem most expedient to protect from injury and waste the sixteenth section in all townships of lands in said territory. * * * which sections are reserved for the support of schools in each township, and to provide by law for leasing or renting the same, for any term not exceeding five years, in such manner as to render said school lands most valuable and productive, and shall apply the rents derived therefrom to the support of common schools in the respective townships.²

In accord with this law of Congress, the Territorial legislature, on November 21, 1829, passed a law to regulate the use of these lands. The judge of the county court was required to appoint a trustee for the sixteenth section. His duty was to preserve the land from waste and to lease it for not more than five years; the income arising was to be appropriated "to the support of a school in said township," and in case the inhabitants were too few in the township for a separate school, on petition of two-thirds of the inhabitants of "one or more adjoining townships," the county court might consolidate their schools.

It will be noted that this act gave the sixteenth sections to the townships—not to the State—and provided that each township should have the funds arising from its own lands, and no more. Provision was made for a township school with something of county supervision, and, in its rudimentary form, for a tentative solution of the problem of all thinly settled communities—the consolidation of rural schools. This phase of the law, however, was repealed in 1831. There is no record of the workings of this first effort to organize a public-school system on the basis of the Federal land grants. It seems that substantially nothing was done, for no other mention of schools in the laws is discoverable until Arkansas had become a State. But, says Shinn:³

In 1829 almost every township of the few counties that constituted the Territory had a school of some kind, some of which were private schools taught by old-field

¹ See acts of Mar. 2, 1819, and Apr. 21, 1820.

² U. S. Stat. L., act of Jan. 6, 1829.

³ Report Supt. Public Instruction, 1907-8, p. 25.

schoolmasters, well-educated men, while others were schools under the control of the county court of the county, and received the money derived from the rental of the 72 sections, which fund was supplemented by private tuition.

The addresses of governors prior to 1840, however, gave a picture much less roseate than that drawn by Prof. Shinn.

THE CONSTITUTION OF 1836.

The constitution under which Arkansas was admitted to the Union has the following provision in regard to education:

Knowledge and learning generally diffused through a community being essential to the preservation of a free government, and diffusing the opportunities and advantages of education through the various parts of the State being highly conducive to this end, it shall be the duty of the general assembly to provide by law for the improvement of such lands as are, or hereafter may be, granted by the United States to this State for the use of schools, and to apply any funds which may be raised from such lands, or from any other source, to the accomplishment of the object for which they are or may be intended. The general assembly shall from time to time pass such laws as shall be calculated to encourage intellectual, scientific, and agricultural improvement by allowing rewards and immunities for the promotion and improvement of arts, science, commerce, manufactures, and natural history, and countenance and encourage the principles of humanity, industry, and morality.

In his inaugural, delivered as first governor of the new State, James S. Conway indulges in hopeful expectations:

Let us, therefore, examine far and collect all materials calculated to enlighten the public mind and diffuse general and useful knowledge.

Thinking of the great but undeveloped resources of the State, he adds:

We have ample means for the establishment of such institutions of learning as will insure universal education to the youth of our country.

But it is hardly probable that the governor realized the necessity of supplementing the fund by taxation or the amount of educational statesmanship required to turn their wild lands into a fund, even in part sufficient for the education of the whole people, or that upon the efficiency of this statesmanship depended whether the schools should be supported in part out of an endowment established through the generosity of the Federal Government or whether their support should come entirely from the pockets of the people. By this time (1837) the general assembly seems to have arrived at the belief that sufficient funds could not be secured from leasing these lands to support the schools, but the idea of taxation for school support had not developed.

Gov. Conway said (1837) that the State was "almost destitute of good common schools," and the legislature of that year memorialized Congress for authority to sell in fee simple the sixteenth sections.¹

¹ Jour. House Rep., 1837, p. 183.

This was given by an act of February 15, 1843, which was made applicable to Illinois, Louisiana, and Tennessee, as well as to Arkansas, and by which these States were authorized to lease or sell "all or any part of the lands" granted for the use of schools. The legislature was directed to invest the money thus secured "in some productive fund" and the proceeds were alone to be used. Congress was careful to provide also that these lands should not be sold without consent of the particular townships, and that—

in the apportionment of the proceeds of said fund each township and district shall be entitled to such part thereof, and no more, as shall have accrued from the sum or sums of money arising from the sale of the school lands belonging to such township or district.

Congress provided further:

That if the proceeds accruing to any township or district from said fund shall be insufficient for the support of schools therein, it shall be lawful for said legislatures to invest the same in the most secure and productive manner until the whole proceeds of the fund belonging to such township or district shall be adequate to the permanent maintenance and support of schools within the same: *Provided*, That the legislatures aforesaid shall in no case invest the proceeds of the sale of the lands in any township in manner aforesaid without the consent of the inhabitants in said township or district, to be obtained as aforesaid.

THE ACT OF 1843.

In the meantime the State had again begun to consider the question of using and administering any funds that might arise from the sixteenth sections. In 1840 a law of this kind had been passed, which applied to a single township in Independence County. Then followed other acts, and on February 3, 1843, a general act was passed "to establish a system of common schools in the State of Arkansas."

As this was the first State-wide or general effort to organize the public educational forces of the State, it must be carefully examined. It should be remembered that at the time of passage of this act Congress had not consented to the sale in fee simple of the sixteenth sections.

The act provided that on request of any township where there were as many as 5 householders and 15 white children the county court should order an election for a commissioner for that township, whose duty it should be to sell, or lease if the township preferred, the sixteenth sections on 10 years' credit, at not less than \$2 per acre. The funds thus accruing were to be perpetual, the income only to be used. There was to be elected also a board of three school trustees who should have supervision and control of the fund thus created; they were authorized, when the funds were sufficient, to build school-houses, were required to employ teachers, and to keep a school or schools open four months in the year, each taught by a competent teacher. The subjects covered were "orthography, reading, writing, English grammar, geography, arithmetic, and good morals." The

school officers were also authorized to receive donations and subscriptions to supplement the income from the sixteenth-section fund. They were directed to take an annual school census and to ascertain the amount subscribed for each pupil, the number for whom there was no subscription, because they were unable financially to subscribe, and to consolidate township schools if found desirable.

Further, each county was to elect a board of county school commissioners, composed of 3 elective members, together with the county clerk and the county judge. This board was to have charge of the funds that belonged distinctively to the county. This, rather than the township, was to pay for the tuition and books of indigent children and to aid the weaker townships in bringing their income up to that of the stronger ones, so far as county funds would allow. This county fund was made up of moneys arising from escheats, strays, saline lands, fines, and unexpended balances of the surplus revenue.

An analysis of this law will show how far it was from the modern idea. The schools were to be supported entirely from contributions and the sixteenth-section endowment. There was no suggestion of State or local taxation. Those unable to contribute were to be educated as "indigent children." The funds from the sixteenth section under the most favorable conditions were inadequate. Had the lands been sold at \$2 per acre for cash the whole principal would have been but \$1,280 per township, which, if invested at 10 per cent, a rate not unreasonable at the time and place, would have produced an annual income of \$128, a sum barely sufficient to support one teacher for three months, leaving nothing for incidentals or for buildings. But the lands were sold on 10 years' time, and we know in many cases were never paid for. It becomes evident, then, that the public schools had in the main to depend on private subscriptions and could regard the income from the public-land fund (both seminary and sixteenth section) as, at best, but an uncertain adjunct to the contributions of interested and public-spirited citizens.

In 1844 the auditor, Elias N. Conway, later governor, said that he had sent out blanks for reports on number of pupils, disposition of the sixteenth sections, and organization of common schools. He complains that only 14 counties had reported, and that little had been done in these.

He sharply criticizes the law of 1843:

The common-school law is so complicated, and requires the concert of action in so many officers, that * * * the system * * * can never be fully organized in a State so sparsely settled as ours. To organize every township and county in the State under this law would require about 5,800 officers, all to act and attend to duties assigned them without any compensation but the satisfaction derived from aiding in the cause of education.

This law * * * conflicts with the act of Congress authorizing the State to sell the sixteenth sections; and also provides for the distribution of the saline fund for the

use of common schools in violation of the act of Congress requiring this fund to be expended for making internal improvements.

For the organization of a system of common schools * * * a new law should be passed, plain, comprehensive, requiring fewer officers and proper accountability in them; and that duplicates of their bonds and returns of all sales of lands and of their other proceedings should be filed in some office at the seat of government.¹

We have here the germ of the State superintendent's office.

The law of 1843 failed to accomplish its object. The funds produced by the sale of the sixteenth sections were insufficient to meet the needs of the common schools, and by a resolution of December 18, 1844, the general assembly asked Congress for authority to sell the seminary lands and apply the proceeds to the public schools. This permission was given by Congress by an act passed July 29, 1846,² and by another act passed March 3, 1847, the State was authorized to sell the saline lands granted by the Federal Government and apply the proceeds for the same purpose. In this way all the lands granted for the support of schools of any class were concentrated on the public schools.

By legislative act of February 3, 1843, an executive school body, "The Board of Education for the State of Arkansas," was created. It consisted of the governor, the president of the senate, the speaker of the house, the supreme judges, and 10 members of the general assembly—all men with numerous other public and private duties to perform. There was not a professional teacher among them, nor did the profession of teaching in itself make a man eligible for membership on this board. It was to meet upon the convening of each assembly, and immediately after their own election make regulations necessary to carry out the law and report on the progress of education. No such reports have been preserved.

It does not appear that any serious attempt was made to carry out the act of 1843. Gov. Drew urged the assembly in 1844 that they—

by reference to all previous legislation, ascertain wherein our laws are defective or inapplicable, and having done this, proceed with promptness and fidelity to provide for the most advantageous and speedy disposal of all the seminary lands, so as to raise a sufficient fund to commence the good work of establishing an institution of learning.

In 1846 he said:

The common-school system heretofore attempted has not been carried into successful operation; nor can it be in the absence of means, none having been provided except for the purchase of books.

¹ In 1848 Conway suggested that the saline lands be devoted to higher education.

² U. S. Stat. L., vol. 9, p. 42.

In 1848 he wanted a second section of land in each township donated for education, and recommended that the counties donate to the school fund all fines, forfeitures, etc. He said further:

There are already many respectable schools and seminaries in successful operation in different sections of the State, sustained alone by individual means and individual enterprise.

There is here no mention or suggestion of taxation for schools, but this was not to be expected when the whole tax levy was only one-eighth of 1 per cent, or 12½ cents per \$100, and when the running expenses were paid in part out of the surplus revenue.

STATE TEXTBOOKS, 1843.

The act of 1843 undertook to settle the ever-recurring question of textbooks. Section 31 of the law appropriated \$1,000 "out of the common-school fund" for the purchase of books for the "use of common schools in this State." Section 32 authorizes the auditor to purchase the books and to distribute them to the counties in proportion to the children from 5 to 21 years old. Section 33 provides that the county commissioners distribute—

the same amongst the common schools of their respective counties as the same may be required for the use of said schools, at an advance of 10 per cent on the cost and transportation thereof.

But this law was not executed. Says Auditor Conway, under date of October 1, 1844:

The law requiring that these textbooks should be purchased in some eastern city, where they can be had on the best terms, the auditor applied in person and writing to the officers of the bank for \$1,000 in specie or par funds, but they refused to pay anything but Arkansas bank paper, which could not be used in any of the eastern cities. Under these circumstances the money has not been drawn, nor have the books been purchased; but the whole matter is left subject to the action of the legislature at the approaching session.¹

The assembly, on January 7, 1845, passed a new law under which it appropriated "the whole of the common-school fund," amounting to \$1,515.84, to be expended under conditions essentially similar to those of the law of 1843, to which the present law is an amendment. It is significant that while sections 31 and 32 of the act of 1843 are repealed, section 33, which provides for the distribution of these books, is not repealed.

Two days later, January 9, 1845, the assembly, seemingly forgetting their action of the 7th, passed "An act supplementary to an act to establish a system of common schools in the State of Arkansas," of which section 1 repeals sections 31 and 32 of the act of February 3, 1843, which had already been repealed by section 5 of the act of January 7, 1845; section 2 directs the financial receiver of the State

¹ Auditor's report, 1844, p. 64.

Bank of Arkansas to place \$1,000 in specie to the credit of the State treasurer, and the auditor was to expend it "for the purchase of books for the use of common schools"; section 4 provides that the books be distributed "to the board of school commissioners of the several counties."

Further record is found that this law was never complied with, for—

the whole of the common-school fund having been appropriated and withdrawn from the bank under act of January 7, 1845, on the 8th January, 1845, no funds remained out of which the appropriation could be paid.¹

There is also an account of the operations of the law of January 7, 1845, in the auditor's report for 1846 (p. 19). Mr. Alexander Boileau was sent to New York and there purchased books, as given below. In reporting the matter Auditor Conway adds:

Mr. Boileau performed his trust to the entire satisfaction of the auditor, and a list of the kinds of books purchased will be found in the table marked D, with the price (after adding 10 per cent on the cost and transportation) at which the boards of school commissioners will have to dispose of each as provided by law.

The auditor says also that for lack of funds he had not been able to complete the distribution, but had receipts from 22 counties.

The list of books, etc., is as follows:²

A statement of the kinds of books purchased by the auditor for the use of common schools, under "An act to appropriate the whole of the common-school fund to the purchase of books for common schools," approved January 7, 1845, to which is added a sequel to Webster's Spelling Book, 300 copies of which George T. Coolidge & Bro., of New York City, furnished without charge; also a statement of the price at which the boards of school commissioners are to dispose of the books as provided by law, being an advance of 10 per cent on the cost and transportation.

Kinds of books.	Selling price.	Number purchased.
	<i>Cents.</i>	
United States Primer.....	5	1,575
Webster's Spelling Book.....	6½	4,200
Goodrich's Reader, No. 1.....	10	1,044
No. 2.....	15	1,044
No. 3.....	25	1,044
Millard's History of the United States.....	30	600
Forre's Geography.....	50	450
Levy's Arithmetic, No. 1.....	15	750
No. 2.....	25	750
Ballandet's Dictionary.....	30	525
Slates, 7 by 11 inches.....	15	750
Slate pencils, each.....	.....	3,000
Slate pencils, per dozen.....	6	.....
Ballou's English Grammar.....	15	325
Root's copy books, for series of 4.....	30	384
Sequel to Webster's Spelling Book.....	25	.....

¹ Auditor's report, 1846.

² The selling price is taken from the auditor's report; the number of copies purchased is from Shinn's History of Education in Arkansas.

In his report for 1848 the auditor says:

The school books which the auditor, in accordance with law, purchased for the use of common schools have been a convenience in some of the counties, but in others it is believed but little has been done with them. The law respecting those books should be amended so that the board of school commissioners would have entire control of them, so that they might be disposed of for the benefit of the schools in the county, whether such schools be organized under the common-school law or not, for if they can not be used except for schools organized under our present common-school law, it is feared that in some of the counties they will never be brought in requisition.¹

From this recital of the law and the facts it does not appear that these were "free textbooks" in the modern sense, and it is evident that the scheme was not a success, for a law of January 5, 1849, forbade the further expenditure of any part of the school funds for "books, maps, or stationery to be used in said common schools."

The books actually purchased do not seem to have been readily disposed of as the law directed, for a later act allowed them to be sold to private schools, since otherwise, as the law recites, the books might never get into circulation and so be entirely useless. Finally, a law, passed January 10, 1853, directed the county clerks to sell all of these books still on hand at public vendue.

THE ACT OF 1849.

On January 5, 1849, another school law was passed by the legislature. Among other things, it provided for the disposition of the seminary and saline lands, the control of which had been placed in their hands by Congress. It made the political township the unit of local school organization; once in two years a local board of 3 trustees was to be elected, whose duties were to take the school census, elect teachers, issue warrants, and supervise schools, when there was in their district "a sufficient fund."

It appropriated, to carry out the provisions of the act, the sum of \$250,000, which was to be collected out of the sale of seminary and saline lands. Reynolds and Thomas, in their *History of the University of Arkansas* (p. 16), remark:

The general assembly might have appropriated a million dollars as well, for nothing like the appropriation made ever came into the treasury from these sources to be distributed.

THE ACT OF 1851.

There was still some official opposition to the school system. At least there were certain officials who saw clearly enough the real trouble with the common schools and were courageous enough to acknowledge those causes.

¹ Auditor's report, 1848, sup. to Laws, p. 213.

In his message to the assembly in November, 1850, Gov. John S. Roane argued against the success of the common schools because of the size of the State, the lack of population and means, and still more, because of the lack of educated men who might serve as teachers, and, as in the older States of the East, give tone, character, and trend to the educational uplift. For these reasons he thought it idle to try to follow in the steps of the older and more densely populated States. "All experience proves," he says, "that the common-school system when attempted in a country so sparsely populated as ours, has failed." He heartily condemned the transfer of the seminary fund to the common schools, seems to have been about the first to realize the insufficiency of those funds, which he characterizes as "a mere pittance," and thinks all that could be done at that time would be to establish one or more seminaries "offering the advantages of a liberal education," the public funds on hand to be used to reduce their expenses, and to repeal, if necessary, the law giving the seminary funds to the common schools.¹

In 1851 another law was passed, making some changes and improvements, and tending to consolidate and simplify. It provided a township organization with county supervision, but concerned itself mainly with the administration of the sixteenth section. The county courts were given "a general jurisdiction, supervision, and control" of all matters pertaining to the common schools. A "common-school commissioner" was to be elected in each township where there were as many as 15 white pupils 5 to 21 years of age. This commissioner might lease or sell the sixteenth section at \$2 per acre until twice offered, and after that at \$1.25 per acre. The purchaser was given 10 years in which to pay. The county treasurer was made treasurer of the township funds and was required to keep them separate and distinct. The township commissioner was required to make a regular report of the condition of the school in his township. The county court was to give directions and instruction to the school commissioner. The offices of school trustees and commissioners were repealed, and the township school commissioner was required to perform their duties. The county court might, if it saw fit, appropriate certain county funds "to the establishment of an academy or high seminary of learning in said county," but if the court should not deem it advisable to establish such a seminary, then it "may apply the interest * * * to the support of common schools" whenever an equivalent was raised by private contribution, but no township funds might be consolidated without consent of the voters.

¹ House Jour., 1850, pp. 22-23.

THE ACT OF 1853.

In his message to the assembly in November, 1852, Gov. Roane again says, after referring to the "vicious distribution policy" of the State:

I am convinced from a careful investigation into the history of common schools and other public institutions of learning in other new States, and the practical operation of this law here at home, that no possible good has come of it, or ever can result to the State, or any considerable portion of the people. Common schools can prove beneficial only in thickly settled communities, and that, too, where seminaries of learning have previously been in successful operation, and the minds of the people prepared by a previous course of training for their reception. Before common schools can result in that general benefit claimed for them by their friends a sufficient number of the community must be men educated to prepare public opinion for such a course of instruction and to take charge of these schools in every neighborhood where they may be established.

He again recommends that the act distributing the seminary fund be repealed and that 3 seminaries be established, the graduates of which should be required to teach a definite number of years.

Thus you will prepare the way for common schools, and by the time the system can be put into successful operation a sufficient number of young men will be educated and prepared to conduct them.¹

In these extracts we again see the old struggle of the private seminary or academy against the common or public school, the aristocratic road to learning rather than the democratic one; but it is only fair to say that at that time and place the seminary and the academy covered much of the ground that we to-day refer solely to the primary grades of the public school.

The act of 1853 made the school organization more connected and compact. Its effect was to produce a more workable law than previous acts had done, and to bring order out of the preexisting chaos. By the act of 1853, and in accord with the recommendation of the governor, the secretary of state, in addition to other duties, was made ex officio State commissioner of schools and required to gather information as to schools and the school fund and to report annually to the governor on their condition. The work in the county was unified by the election of a county "common-school commissioner," who became ex officio county school superintendent, and as such, had general supervision of its common schools. He was to advise and assist the township trustees in the performance of their duties. He was to write them letters, giving advice on the best manner of conducting common schools, constructing schoolhouses, and procuring competent teachers. He was to recommend the most approved textbooks, maps, charts, and apparatus, "and shall urge uniformity in the use of the same, as well as the manner of conducting common

¹ House Jour., 1852, pp. 25-26.

schools throughout the county." He was to make a report to the State school commissioner, to examine teachers, and grant certificates. The township funds were taken out of the hands of the county treasurer and put in charge of a township treasurer. This officer was also one of a board of 3 township trustees, who took the place of the township "common-school commissioner," of the act of 1851. Under the act of 1853 the township treasurer was to report to the county common-school commissioner on the number of children 5 to 18 years old, the number in school, the number of schools, amount of school funds, amount loaned, etc.

Besides private contributions, the school funds were derived from the sixteenth sections, from escheats, fines, forfeitures, seminary and saline lands, etc.—the sources from which the present permanent school fund is derived. There was, as yet, no taxation for schools.

Then there follows what was for that day a rather remarkable clause:

All guardians residing in any township in any county, having the control of any ward or wards eligible to the common schools, shall be * * * required to send such ward or wards to some good school, if any common school be taught in the township in which the ward or wards reside, at least one-fourth of the time said common school may be taught.

Conviction of failure meant a fine of \$5 to \$25.

There was no general school law enacted after that of 1853 until that of 1866–67. The act of 1853 was amended in 1855 so as to require each county to elect "one common-school commissioner" and 3 township commissioners, although this was followed by another law at the same session exempting 7 counties from the provisions of the general act. The special act provided that in the counties there named the county courts should have entire control of the schools. The general act provided further that the lands of the sixteenth section still remaining unsold might be leased, or, as a last resort, sold for what they would bring. With the consent of the voters the county court might also establish "an academy or seminary of learning" with a part of the public funds, provided a like sum was raised by private subscription; by consent of the voters it could also consolidate the funds of the townships. The county courts, if they saw proper, might appoint "any number of examiners to examine into the condition of schools and into the qualification of teachers."

These supplementary acts indicate that some of the counties still clung to certain decentralizing features of the law of 1851, and that the more centralized system of 1853 did not come into being without protest. From this time there were various special acts. In 1856 one provided for a vote to see whether the fund from a certain sixteenth section should be vested in the Princeton Male and Female Academies. This may be counted as the expiring effort of the old

privileged classes to get for themselves the bounty of the General Government which had been intended for all. Finally, an act of March 21, 1862, forbade the further sale of public lands of any kind belonging to the State until after the close of the Civil War and pledged those lands for the payment of the war debt.

The student is immediately impressed with the idea that the law of 1853 was by far the best and most workable of all passed to that date. A working system was now being developed from the township trustees of the local school up through the county superintendent to the State superintendent, and there is here a clearly marked tendency toward centralization. But, at best, the friends of common-school education faced dilemmas which were, of necessity, fatal to their hopes. If they sold the school lands, the small amount which they would bring, because of the scattered population (only 1.8 per square mile in 1840 and 4 per square mile in 1850) and the abundance and cheapness of lands, made school support from this source an impossibility; if they did not sell the lands the sources of support were still further reduced. Between these difficulties we may not wonder that the most enthusiastic advocates of education hesitated. A fatal mistake was made in selling the lands and investing the proceeds instead of holding the land and awaiting the still greater increase of value that was sure to come with a growing population. But as has been said, the effort to preserve these lands intact for later generations was opposed by the present desire of the people for the best selections, and this in turn was aided by the educational experience of all the public men in the State. As in the case of the seminary lands, so in that of the sixteenth-section lands, private interests were allowed to take precedence over public welfare, for in 1856 the State school commissioner, in his report, said:

I repeat, there is no question that the school lands are daily being sacrificed. It seems that the commissioners in many instances are eager for a wholesale disposal of the lands. The lands are converted into money, but no schools are established. By a combination of interested persons, the lands may be frequently sacrificed.

In 1858 the same officer said:

The almost total inattention manifested by the county commissioners to the plain provisions of the law is the cause of much embarrassment in the practical operation of the law establishing the common-school system. The failure of our common-school system I do not think is attributable so much to any intrinsic defect in the law as from the total disregard of its requirements shown by many of the officers intrusted with its enforcement.

THE WORKING OF THE LAW OF 1853.

In November, 1854, Gov. Elias N. Conway said:

We have a common-school law intended as a system of establishing common schools in all parts of the State; but for want of adequate means there are very few in operation under this law.

As a subsidiary fund he recommended that the county court be authorized, when the county so desired, to appropriate the poll tax for primary education. This, together with the seminary and saline funds, "added to the proceeds of the sales of sixteenth sections, and other school funds would insure to every county * * * some free schools."

This seems to have been the first official utterance proposing taxation as a solution of the problem.

REPORTS ON THE SCHOOLS, 1854-1861.

In 1854 David B. Greer, then secretary of state and ex officio "State commissioner of common schools," made his first report and thus summarized the difficulties: From many counties no report had been received and many counties, probably, had no school organization whatsoever under the law then in force, but were still acting under the older law; county school commissioners were embarrassed by defects in the law; frequent changes made it difficult to follow, and by the time the law began to be understood it was repealed. He said:

The condition of common schools in the State presents a gloomy picture, but the friends of education should not be discouraged. The same difficulties experienced by Arkansas in their establishment have been more or less felt in all the new and sparsely settled States.

He reviews the means at the disposal of the school authorities: One thousand five hundred sections of school lands; seminary and saline lands, fines, forfeitures, and other sources. In many townships there were "ample means," but no effort had been made to establish schools. He failed to realize that without public taxation public schools can never succeed, but he did realize that—

the great obstacle in the organization of common schools is not so much a deficiency in the means to sustain them, but it is attributable to the indifference that pervades the public mind on the subject of education.

He made at least one great step forward in educational statesmanship when he recommended the appointment of a State superintendent of public schools, "a man of ability and education," "an enlightened and zealous superintendent," who should go out among the people, and with the spirit of the missionary preach the doctrine of educational salvation.

Mr. Greer was able also to make some report on the condition of affairs in the counties. He reports school funds in the hands of the various school commissioners of the counties, as follows: Benton, \$2,022.08; Bradley, \$4,392.88; Carroll, \$2,768; Columbia, \$7,488; Conway, \$2,564; Crittenden, \$5,133.28; Dallas, \$4,045.75; Desha, \$9,794.29; Drew, \$1,099.29; Franklin, \$6,179.19; Hempstead,

\$2,949.77; Independence, \$4,399.45; Jackson, \$7,022; Jefferson, \$20,401.42; Johnson, \$4,603.97; Lafayette, \$2,142.06; Ouachita, \$10,500; Phillips, \$4,223.75; Pope, \$3,397.67; Prairie, \$4,298.52; Randolph, \$4,865; Scott, \$2,060.11; Sebastian, \$6,645.77; Union, \$21,795.71; Van Buren, \$800.60; Washington, \$9,228.74; Yell, \$2,893.11. These sums were made up from three or more sources and represented the principal of the school funds which the counties had been able to accumulate up to that time. If we assume that all were invested in good securities, paying 10 per cent interest, they were still, in most cases, utterly inadequate for supporting the necessary schools. Curiously enough, these sums seem to bear little relation to the amounts which the same report says were expended by the various counties.

Chicot County reported 1 school, with 2 teachers, and a salary expenditure of \$1,800 per annum. There were 57 children at school. Desha reported 2 schools, with 35 children, and a salary account of \$400 per annum. Jackson County reported 22 free schools, with 500 children in attendance; salaries, \$4,062. Jefferson County reported 10 schools, with 200 children; salaries for county schools, \$1,200; 4 other teachers, at \$30 per month. Ouachita reported 4 schools, with 141 pupils. Union County expended \$732 for common schools. This was all in the way of report that the State school commissioner was able in his official capacity to coax out of careless, indifferent, and negligent school trustees. The school census of 1854 showed that there were 61,382 children under 21 years of age, indicating a population of about 40,000 between 6 and 21.

The report for the next two years (1854-1856) was even more discouraging. In it Mr. Greer does not attempt statistics. He says reports had been received from about one-half of the counties. These were, in nearly every case, vague, inexplicit, and unsatisfactory; funds were in a confused condition; debtors to the funds were in some cases insolvent; one township on the Mississippi River had a fund of \$20,000 and few children, but this could not be transferred to the township in which the children actually lived without violating the agreement with the Federal Government. He thought there were about 25 common schools in the State, organized and sustained out of the common-school fund. "This," he says, "is a discouraging commentary upon our 'common school system.'" He acknowledges the "almost entire failure successfully to organize and establish common schools in Arkansas," and urged that the sale of school lands should be suspended.

Shinn estimates that in 1854 about 25 per cent of the pupils of school age were in the country schools and another 25 per cent in the private academies and in schools outside of the State. Gov. Elias N. Conway says in his message of 1854 that "good schools for

educating the rising generation have been and are being established in almost every section of the State," although he adds in regard to the common schools that "for want of adequate means, there are few in operation."

In the report of S. M. Weaver, State school commissioner for 1859-60, we have a record of two counties:

In Crawford County there were 10 schools, 9 male teachers, 1 female. The enumeration was 2,420. There was received from State funds, \$143.30; from county fund, \$1,431.72, and from township fund, \$6,131, making a total of \$7,706.02. The average wages paid the teachers was \$27 per month. Poinsett County reported six school-houses and 927 children. The amount expended for common schools was \$500, and the number of children attending, 80.

From the public school census of the State for 1860, Shinn reports that there were 652 common schools in operation, distributed as follows: Arkansas County, 7; Benton, 21; Bradley, 15; Crawford, 24; Conway, 19; Carroll, 24; Clark, 6; Calhoun, 8; Craighead, 2; Franklin, 22; Hempstead, 25; Hot Spring, 10; Independence, 21; Izard, 13; Jefferson, 12; Johnson, 49; Lawrence, 3; Lafayette, 8; Madison, 22; Mississippi, 2; Monroe, 8; Montgomery, 4; Newton, 4; Ouachita, 28; Perry, 8; Phillips, 22; Poinsett, 11; Polk, 9; Pulaski, 13; Randolph, 10; Saline, 40; Searcy, 6; Sebastian, 21; Scott, 10; Sevier, 11; St. Francis, 15; Union, 29; Washington, 57; White, 29; and Yell, 2. Twelve counties are not reported. Some of these were counties where public schools had been successfully operated in the years immediately preceding 1860, and he estimates that 750 schools for the year 1860 would not be far wrong. According to the same report, there were 19,242 pupils in attendance.

Gov. Conway was not discouraged. In his message in 1858 he again urges that county courts be allowed to appropriate their poll tax to schools if they "choose," and suggests that those "rewards and immunities" mentioned in the constitution of 1836 for "the promotion and improvement of arts, science, commerce, manufactures, and natural history" be provided for by law.

In his message of 1860 he points out some of the difficulties and weaknesses of the system:

The seminary and saline funds, when distributed to the several counties * * * are placed under the control of the county authorities * * *. The common-school fund arising from other sources must be sufficiently large in many of the communities to justify the establishment of some free schools. But as the funds and common schools are, by law, placed under the control of the county and township officers, the executive has not sufficient information * * * to determine whether the fund is properly taken care of or not, and sacredly applied, as it should be, toward the education of the children of the county.¹

To the same session of the assembly (1860) Gov. Henry M. Rector reported that out of 55 county common-school commissioners only

¹ House Jour., 1860, p. 30.

3 had reported to the State school commissioner, "two of which reports are totally devoid of the required information." He estimates that under the law 7,755 men were required "to perform what 10 would do better." He proposed to take such seminary funds as were not already appropriated to the common schools to build two colleges, and remarks:

The common-school system also seems to be radically defective. In the last report made by the secretary of state, as State commissioner of common schools, it may be seen that there are only 25 common schools organized and kept up in the State from the common-school fund. This is a sad commentary upon the present system.¹

Such were the final official words on the common schools of ante bellum Arkansas. The Federal censuses for 1840, 1850, and 1860 give us a few additional figures which may be added to supplement the meager State reports.

From the Federal census of 1840 we find:

Academies and grammar schools.....	8
Number of scholars.....	300
Primary and common schools.....	113
Number of scholars.....	2,614
Number of scholars at public charge.....	None reported.
Number of white persons over 20 years of age who can not read and write....	6,567
Number of white persons over 20 years of age in State.....	30,555
Percentage of illiterate adults.....	21.5

Of the 39 counties comprising the State of Arkansas in 1840, 29 are reported as having academies, grammar schools, or primary and common schools; none, according to this report, being at public charge. Thirteen were reported as being in Washington County, 8 in Carroll, and 7 in Sevier.

The census of 1850 reports the school attendance as returned by families at 23,361. Classified according to the character of the institution there were:

(1) Three colleges with 14 teachers and 150 pupils, with a total annual income of \$3,100 derived from miscellaneous, or, as it is called in the report, "other sources."

(2) Ninety "academies and other schools," with 126 teachers and 2,407 pupils, report a total income from "other sources" of \$27,937.

(3) The public schools reported numbered 353, with 355 teachers and 8,493 pupils. These report a total income of \$43,763, which was divided according to its source: From endowment, \$1,720; from taxation, \$250; from public funds, \$8,959; from other sources, \$32,834. Of these 353 schools, 91 are reported as using public funds. From eight counties there was no report; two counties report but a single school each; two report but 2 each, while Jefferson, Poinsett, Scott, and White Counties were reported with 10 schools each; Pope and Pulaski with 11 each; Independence, Madison, St. Francis, and

Sevier, 12; Lawrence, 14; Saline, 20; Carroll, 23; and Washington, 30. The number of schools, however, bore little relation to the income from public funds. Out of 51 counties in the State, only 14 reported any income from public funds, ranging from \$2,006 in Ouachita down to \$75 in Carroll. But a single county reported any school income as derived from taxation. This was \$250 in Desha. Only two reported any income from endowment, which was \$1,400 in Chicot and \$320 in Hempstead.

But, unfortunately, these figures tell little, for the sources of the "endowment" fund and of the "public funds" are not known, except that they were not derived from taxation, and it is not certain that the "other sources" does not include some "public funds."

As adjuncts to the work of education it may be noted that in 1850 there were 9 weekly newspapers in Arkansas, with a total yearly circulation of 377,000 copies. There was one public library containing 250 volumes and two Sunday-school libraries with 170 volumes. In 1860 the public libraries had increased to 102, with 22,210 volumes, and the Sunday-school libraries to 13, with 1,011.

In 1850 there were 65,395 white adults 20 years of age and over in the State. Of this number 16,809, or 25.7 per cent could not read or write. The census for 1860 reports that these illiterate adults had increased to 23,642. It reports the educational resources of the State as follows:

(1) There were 4 colleges, with 9 teachers and 225 pupils. They had a total income of \$300 from public funds and \$5,285 from other sources.

(2) Of academies and other schools there were 109, with 168 teachers and 4,415 pupils. These reported \$6,300 from endowment, \$700 from taxation, \$8,645 from public funds, and \$52,501 from other sources.

(3) Of public schools there were 727, with 757 teachers and 19,242 pupils; they had an income of \$200 from endowment, \$1,100 from taxation, \$13,356 from public funds, and \$105,957 from other sources.

In these census tables it is impossible to discover the line of demarcation between what are called "public schools" and what are called "academies." The difference represents probably, in part, the style of title preferred by the individual giving the information to the census taker. According to the report academies received on an average \$143 each from endowment and public funds, while the public schools received a little more than \$20 each from the same sources. The average income of the academies from all sources was a little over \$542, while that of the public schools was a little less than \$180 each. It will be noted, further, that while, according to the Federal census of 1860 the "academies and other schools" received in round numbers 23 per cent of their income from endow-

ment, taxation, and public funds, and 77 per cent from "other sources," the "public schools" received only 20 per cent from endowment, taxation, and public funds, and 80 per cent from "other sources." In other words, the public schools, from the standpoint of support, were less public than the academies, which were confessedly private institutions.

To summarize the conditions affecting the public-school situation in Arkansas up to 1861:

It is evident that the income from the land funds had accomplished little toward universal education in Arkansas. It is equally true that much had been accomplished in an educational way, but it was mainly through the instrumentality of the private academy supported by private endowment and tuition fees. The State, so far as it had entered at all into the educational field, performed only the duties of administration. The public lands donated for schools had been badly managed in the main. They had often been sacrificed; the money received had sometimes been badly invested, and in part lost in the financial panic of 1837 and succeeding years. The State still regarded the business of education as private, personal, optional, patriarchal, aristocratic, and religious. The consciousness of social solidarity had not dawned, and the State felt itself under little educational obligation to the rising generation. This was not peculiar to Arkansas. It was the spirit of the time.

The question of taxation as the main source of school support had, perhaps, hardly been seriously considered. There had been, however, a small income from this source, and that the modern idea was dawning is found in the recommendation of the State school commissioner and of the governor in 1854, that the general assembly authorize the county court to appropriate the poll tax for school purposes. But this proposal did not become a law until the promulgation of the constitution of 1868.

There had been developed out of the lands donated by the Federal Government for school purposes two funds that in part survived the risks of war and are to-day of material help to primary education. These were:

(1) The permanent school fund, made up of the proceeds of the sales of Government lands other than the sixteenth sections but including the seminary and saline lands; proceeds from the sale of lands and other property accruing to the State by escheat, or from sales of estrays, unclaimed dividends, or unclaimed shares of estates of deceased persons, etc.

(2) The sixteenth-section fund, made up entirely of the proceeds of the sale of the sixteenth sections.

The statistical history of these two funds is given in Chapter IX.

CHAPTER IV.

THE MURPHY ADMINISTRATION, 1864-1868.

"Inter arma leges silent" is a maxim that applies to education even more than to law. A short act here and there relating to some phase of school administration appears in the legislation of the war period, but nothing more. The Confederate government in Arkansas was pressed too hard by the Federal authorities to think of education. Confederate success in Arkansas was short-lived. Gen. Steele, of the Union Army, occupied Little Rock September 10, 1863. From that time Little Rock and that part of the State to the north and northeast of the river remained under Union control till the end of the war. The Confederate State government withdrew to the southwest and established its headquarters at Washington, Hempstead County, where a session of the legislature was held September 22 to October 2, 1864.

With the conquest of the northern half of the State there came comparative quiet, and with it the desire of and necessity for civil government. Union meetings were held in Fort Smith, Van Buren, and other places, and by a proclamation of President Lincoln, December 8, 1863, the inhabitants of this section of the State were authorized to renew their allegiance and form a State government. The local leader in this movement was Isaac Murphy, a native of Pittsburgh, Pa., who had migrated to Arkansas at an early age and had for many years practiced law and pedagogy. He had been a strong Union man, and had alone voted against the ordinance of secession, and to him the people looked for guidance. The convention met at Little Rock January 4-23, 1864, and drew up a constitution in which they reproduced the educational sections of the constitution of 1836.

Isaac Murphy was chosen by the convention provisional governor of the reconstructed State and was inaugurated January 20, 1864. He was then chosen by popular vote for the four-year term and was again inaugurated on April 18, 1864. He found himself representing one of two rival governments in the State; there were two armies in the field; there was not a dollar in his treasury; indeed all the machinery of a State government was in the hands of the Confederates, and Murphy's machinery had to be created de novo, but he gained many adherents by an offer of pardon to Confederates while

the war was yet in progress and many more by liberal interpretation of the President's proclamation of pardon after it was over. Taken as a whole, his administration was conservative and pacific, and with the return of the general peace a period of recuperation began.

In his message to the Union legislature of 1864 Gov. Murphy states that no public schools were then in existence and recommends a system of universal education. He says:

As this is the first session of the legislature of the free State of Arkansas, I trust that your honorable body will provide by law that every child in the State shall have an opportunity of acquiring a good education, and not only give the opportunity, but make the education of the rising generation a duty to the State, to be enforced by proper penalties. Ignorance leads to slavery; intelligence to freedom.¹

A bill to amend the existing school law, introduced May 28, 1864, proposed that one-tenth of 1 per cent of the tax on all property be kept and paid in as a common-school fund to be used for lands and buildings.²

In the house journal there is a long and eloquent report from the chairman of the committee on education, in which he presents a heavy indictment of the ante bellum management of the school lands, the sting of which is not entirely removed even when we make ample allowance for partisan bitterness. He says:

They have mismanaged and squandered to a great extent the appropriations or donations made by the United States to this State for school purposes. * * * We have had over 1,000,000 acres of land appropriated in this State to purposes of education, but under the management of our public functionaries it has amounted to almost nothing.

He then urges that a State superintendent of education be appointed and that a common-school fund, based on ad valorem taxation of all property, be created, but nothing definite was done by this legislature.³

The first legislative action under the constitution of 1864 was that by the assembly of 1866-67, which was so largely made up of Confederates that it was styled by its enemies the "rebel" legislature. In his message to this body, in November, 1866, Gov. Murphy urges the establishment of a free-school system based on taxation. He said:

The people are beginning to feel that ignorance is a crime deeply injurious to the peace and happiness of society, for which not only parents, but the government also, are responsible. The experience of all enlightened countries has proved that popular education can only be diffused through the instrumentality of the government, by stringent legal requirements on parents, and furnishing the necessary means to build up and sustain schools for all classes. * * * To the intelligence and patriotism of the legislature I respectfully refer this urgent and important subject, trusting that measures may be adopted to inaugurate a system of public schools that will place our

¹ House Jour., 1864, p. 21.

² Senate Jour., 1864, pp. 180-182.

³ House Jour., 1864, pp. 27-28.

State on an equality with other States in educational facilities. * * * Hereafter, if the State has free schools, they must be supported by taxation, as in other States.¹

In the same month F. R. Earle, sometime teacher and major in the Confederate army, college president, and representative of the old régime, reported an educational bill in which he condemned the old or ante bellum system as "wholly inadequate to the work and incapable of satisfying the demands of the hour." The bill proposed to make education a department by itself and with its own head, the basis of support being public taxation.

It should be remembered that the members of this assembly had lived under the ante bellum common-school régime and had seen its successes and its shortcomings. They clearly realized that public education without public taxation was impossible. On March 18, 1867, they passed a law which has since become in many respects the organic basis of public education in Arkansas. It is particularly worthy of note, because it was the work of men who had long been residents of the State, had seen service in the Confederate Army, and had not been coerced by outside influences. It shows to a remarkable degree the capacity of its framers to realize the immense changes that had come into southern life as a result of the war, their power to divest themselves of the ideas under which they had been reared, and their ability to adapt themselves and the organization of their government to these new conditions.

The act of March 18, 1867, entitled "An act to establish a common-school system in the State," provided:

That for the purpose of establishing a system of common-school education in this State a tax is hereby levied of 20 cents on every \$100 worth of the taxable property in this State, and shall be collected and paid into the State treasury annually in the same manner as now provided by law for the other State taxes: *Provided*, This tax shall not be levied on the property of persons of color.

The second section prohibited the use of said fund for any other purpose than that of common schools. The third section provided that all white children between the ages of 6 and 21 should be entitled to the provisions of the law. The fourth section provided for the election of a superintendent of public instruction by the electors of the State, beginning at the general election in 1868, and for an appointment by the legislature for the interim. Sections 5, 6, and 7 prescribed the duties of said officer. Section 8 provided for the election of a county school commissioner in each county at the general election of 1868. Sections 9, 10, 11, 12, 13, and 14 prescribed the general duties of said commissioner, which included the making of reports on pupils, salaries, etc., the examining of teachers and granting certificates, prorating the county apportionment among the sepa-

¹ *Senate Jour.*, 1868, pp. 40-42.

rate schools, etc. Section 15 constituted each congressional township a school district. Section 16 enabled any incorporated town to become a school district. Section 17 provided for the election of three trustees in each school district. Sections 18, 19, and 20 prescribed the duties of said trustees. Section 21 made the school year begin on the 1st day of October. Section 22 provided that if the trustees should—

fail to have a school taught of at least three months' duration in any one year, or the president thereof fail to make the annual report as required under this act, said district shall not be entitled to any part of the school funds provided under this act, and the common-school commissioner shall proceed to apportion the moneys of the district thus failing among the districts which have complied with the requirements of this act.

In accord with the terms of this act the general assembly in joint session on March 19, 1867, chose F. R. Earle, then president of Cane Hill College, the first superintendent of public instruction in Arkansas. He was not, however, allowed to exercise the duties of his office, for by a military order of Gen. E. O. C. Ord, in charge of Military District No. 4, dated August 9, 1867, the validity of his election was denied and "the services of the office," it was declared, "are not needed." Prof. Shinn remarks, however, that "many schools were opened under the new law."

The service of this régime, then, was not so much the actual organization of schools, but the creation of resources which made the schools of the future a possibility. For this service the "rebel" legislature of 1866-67 and the Union governor, Murphy, deserve to be held in grateful remembrance by the people of Arkansas.

This was the end of educational efforts by the Murphy régime. When he went out of office on July 2, 1868, he turned over to his reconstruction successor \$50,500 in United States bonds and \$203,923.95 in United States currency.¹ Furthermore, the State auditor's report shows that there was collected under the law of March 18, 1867, on account of public schools, and paid into the State treasury, from April 25, 1867, to July 2, 1868, inclusive:

First quarter, 1868.....	\$3,983.51
Second quarter, 1868.....	59,870.05
Part of third quarter, ending July 2, 1868.....	1,021.76
	64,875.32

This sum represents the results of the first general taxes ever levied in the State of Arkansas for public education.

¹ See treasurer's report dated Nov. 23, 1868, pp. 41 and 43. Murphy himself says that he left in the treasury \$122,587. The difference is perhaps due to the deduction of claims chargeable against the general revenue and may be taken as the net surplus turned over to the new administration.

CHAPTER V.

THE RECONSTRUCTION RÉGIME, 1868-1874.

In the meantime Congress had passed the act of March 2, 1867, generally known as the reconstruction act. In accord with the terms of this act a convention met in Little Rock in January, 1868, and adopted a new constitution of which the educational provisions are as follows:

SECTION 1. A general diffusion of knowledge and intelligence among all classes being essential to the preservation of the rights and liberties of the people, the general assembly shall establish and maintain a system of free schools for the gratuitous instruction of all persons in this State between the ages of 5 and 21 years, and the funds appropriated for the support of common schools shall be distributed to the several counties in proportion to the number of children and youths therein between the ages of 5 and 21 years, in such manner as shall be prescribed by law; but no religious or other sect or sects shall ever have any exclusive right to, or control of any part of, the school funds of this State.

SEC. 2. The supervision of public schools shall be vested in a superintendent of public instruction and such other officers as the general assembly may provide. The superintendent of public instruction shall receive such salary and perform such duties as shall be prescribed by law.

SEC. 3. The general assembly shall establish and maintain a State university, with departments for instruction in teaching, in agriculture, and the natural sciences, as soon as the public-school fund will permit.

SEC. 4. The proceeds of all lands that have been, or hereafter may be, granted by the United States to this State, and not otherwise appropriated by the United States or this State; also all mines [moneys], stocks, bonds, lands, and other property now belonging to any fund for purposes of education; also the net proceeds of all sales of lands and other property and effects that may accrue to this State by escheat, or from sales of estrays, or from unclaimed dividends or distributive shares of the estates of deceased persons, or from fines, penalties, or forfeitures; also any of the proceeds of the sales of public lands which may have been, or hereafter may be, paid over to this State (Congress consenting); also the grants, gifts, or devices that may have been, or hereafter may be, made to this State, and not otherwise appropriated by the terms of the grant, gift, or device, shall be securely invested and sacredly preserved as a public-school fund, which shall be the common property of the State, the annual income of which fund, together with \$1 per capita, to be annually assessed on every male inhabitant of this State over the age of 21 years, and so much of the ordinary annual revenue of the State as may be necessary, shall be faithfully appropriated for establishing and maintaining the free schools and the university in this article provided for, and for no other uses or purposes whatever.

SEC. 7. In case the public-school fund shall be insufficient to sustain a free school at least three months in every year in each school district, in this State, the general assembly shall provide by law for raising such deficiency by levying such tax upon all taxable property in each county, township, or school district as may be deemed proper.

SEC. 9. Provision shall also be made by general laws for raising such sum or sums of money, by taxation or otherwise, in each school district, as may be necessary for the building and furnishing of a sufficient number of suitable schoolhouses for the accommodation of all the pupils within the limits of the several school districts.

As will be quickly noticed, this constitution showed the legislative tendency which characterized many others of that generation. It was prolix and detailed, but it fixed the following progressive features:

1. The education of all, white and black; other efforts had not gone beyond the whites.

2. The permanent school fund, which in one form or another was as old as the State itself.

3. A general tax for education, which had been inaugurated under the former régime.

4. The poll tax of \$1 for public schools. This had been discussed in earlier years, but without results.

5. The principle of local taxation to supplement general funds. This feature seems to have been entirely new in Arkansas.

The fundamental laws under which the educational authorities were now to work, had they been enacted under other circumstances and enjoyed the support of the best elements of the population, might have brought success.

Prof. Shinn, who may be taken as a representative of the old native element, says of the constitution:

In the main it was an admirable document, and had it been left to the free vote of all the citizens might have lived a longer life. The educational law of 1866 was retarded, and the measures substituted, although equally broad and comprehensive, had to bear the odium of reconstruction. Despite this there was a continuous growth, and when the release came there was a bound forward which was remarkable.

The reconstruction constitution went into effect on April 1, 1868. The assembly met on the 2d and remained in session till the 23d of July. To this assembly Gov. Murphy said, in his message of April 3:

On the subject of education, I will say in addition to what is said in the message referred to [that of Nov. 8, 1866], that every child in the State of sane mind should receive a thorough American education, be taught the value and uses of freedom, the nature of republican government, and the importance of selecting honest and capable agents to administer the affairs of the State. In addition to the usual literature of the schools, also the great moral and religious principles on which all republican governments rest as a safe foundation. Education, morality, and religion, universally diffused, are the foundation rocks on which freedom must rest to secure its prosperity; and on the same basis, prosperity, wealth, and honor are secure of permanent and accelerated advancement.¹

Powell Clayton, the reconstruction successor of Murphy, was inaugurated as governor on July 2, 1868. In his inaugural message he has a good deal to say on education. He advocated in particular that the county superintendent system be abolished and that circuit

¹ Senate Jour., 1868, p. 18.

superintendents be appointed instead. The assembly was com-
plaisant and on July 23 passed a school law which had many good
features. Its greatest fault was in the circuit superintendents, and
this weakness the sponsors of the law soon recognized. Says Prof.
Shinn:

Fully one-half of the State fund in 1868 and 1869 was paid to circuit superintendents. This feature of the law was especially odious to the people, and the Reconstructionists themselves recoiled. In 1871 they repealed the circuit superintendencies and substituted county superintendencies.¹ One can but reflect that had there been money and had there been 10 men in the ranks qualified to perform the duties of the office, this measure would have added value to the schools. The reports of these officers show that they were not adepts in grading, examining, or organizing schools.

Its greatest feature was perhaps that it devoted the poll tax to the public schools—a disposition of those funds which had been urged by Gov. E. N. Conway as early as 1854. Says Prof. Shinn:

This was an excellent feature in the law. The State and local taxes fell only upon property; the poll tax of \$1 fell upon every male citizen and made every man a contributor to the school fund; but the payment of the poll tax was not then nor is it now a condition to the enjoyment of school privileges. All children attend the schools whether their parents have paid the poll tax or not. Small as is the tax, its payment creates a spirit of self-dependence and destroys to a large degree the idea that only the rich support the schools.

A further recognition of the value of this law is found in its practical reenactment, with the exception of the provisions for circuit superintendents, by the Baxter (conservative) legislature of 1873 (law of Apr. 29, 1873) and the further fact that it was the basis of subsequent school legislation (e. g., law of Dec. 7, 1875).

The chief characteristics of the law of July 23, 1868, were as follows:

Sections 1 and 2 defined the common-school fund in the terms above recited in the constitution. Sections 3 to 12 created a board of common-school commissioners and defined its duties. Sections 13 to 17 prescribed the method of creating school districts. Sections 18 to 22 prescribed the manner in which the people of the districts should meet, organize, elect school trustees, and levy local taxes. Sections 23 to 48 defined the duties of the trustees. Sections 49 to 55 prescribed the qualifications and duties of teachers. Section 56 provided for a teachers' institute and cast its expense, not exceeding \$50, upon the school fund of the county.

Section 57 provided for the appointment by the governor of a circuit superintendent of schools for each judicial circuit of the State and prescribed his duties. Sections 58 to 73 further defined the duties of the circuit superintendents. They were: (a) To examine and license teachers. (b) To require each teacher to take the following oath: "I do solemnly swear that I will honestly and faithfully support the constitution and laws of the State of Arkansas and that I will encourage all other persons so to do; that I will never countenance or aid in the secession of this State from the United States; that I will endeavor to inculcate in the minds of youth sentiments of patriotism and loyalty and will faithfully and impartially perform the duties of the office of teacher according to the best of my ability. So help me God." (c) To hold institutes. (d) To visit schools and to see that the laws were enforced. (e) To apportion* the

¹ This was done by the law of Apr. 29, 1873, not in 1871.

school fund. (f) To report to the State superintendent. (g) To number the school districts.

Section 73 provided for the 10 circuit superintendents a salary of \$3,000 per annum each. Sections 74 to 95 prescribed the duties of the State superintendent. Section 96 consigns the proceeds of the poll tax to the common-school fund, from which it has never since been diverted. Section 107 provided for separate schools for the races. This has always remained the law.

Thomas Smith, who had been a surgeon in the United States Army, became first State superintendent under the reconstruction constitution. His office was opened August 1, 1868. To him fell the responsible duty of organizing the public schools of Arkansas for the whole people and on the basis of public taxation. His task was not an easy one. There was some opposition to be met. There was much ignorance to be enlightened; worse still, there was indifference to be quickened. He complains also of the real and palpable difficulty of getting properly educated and progressive persons to act as school trustees, but bears witness to "the hearty manner in which old citizens of the State are giving their influence in support of free schools." There was difficulty also in the matter of regulating the local taxes. In some districts the electors refused to allow a levy by the county court, in others the court refused to make the levy voted, while "excessive taxes have in some instances been authorized by district meetings." The State levy was later fixed by law at 20 cents on the hundred and was—

paid into the State treasury as other taxes, and this, together with the accrued interest on the vested school fund and the poll tax [\$1], is apportioned to the several counties according to the number of children of school age [a violation of the terms of the congressional grant of the sixteenth sections].

To these three sources of income must be added a fourth, the local or district tax, the amount of which was optional with the district, but which was not to exceed 5 mills on the dollar for country districts or 7½ mills in the city districts. (Law of 1871.)

Dr. Smith's first report, dated November 13, 1868, deals with the school situation as it then was under the new law. There was little to report beyond the organization of the State and circuit superintendents into a State board of education in accord with the law. The latter was required to put forth all efforts to organize the counties into school districts and make enumerations so that the funds might be apportioned. Of these it was reported there was \$50,000 available for school support during that fall and winter "after deducting the amount necessary for paying the salaries of the circuit superintendents."

The funds reported were:

On hand July 3, 1868.....	\$64, 875. 32
Amount received in third quarter.....	2, 065. 10
Amount transferred from general revenue.....	943. 55
Total.....	67, 883. 97

The schools established by the Freedmen's Bureau were taken over and incorporated into the State school system. Substantial progress was being made all along the line, but in summarizing the situation in his second report, dated December 20, 1870, and covering the whole period from July 23, 1868, to September 30, 1870, Supt. Smith, falling perhaps into the ways of thought of his educational predecessors and ignoring the chronic lack of ready cash, seeks to put the onus of failure—certainly in part—on causes other than the true one. He says:

The past educational history of the State clearly proves that the failure to establish a practical system of public instruction was not owing to the want of adequate means at the disposal of the State for the accomplishment of that object, for the United States Government had made munificent grants of land for the support of common schools, and the State legislature had passed several acts with a view to the creation of a school fund and the establishment of a system of public schools, and yet, for the want of a proper cooperation on the part of the people, the whole enterprise proved a lamentable failure, and much of the land which was designed for the promotion of education in the State was sold, the funds squandered, and the children, whose property it was, thus defrauded of their rights.¹

Great annoyance and inconvenience was felt at this time also by the necessity which forced teachers to take their pay in funds more or less uncurrent. By an act of 1869 *treasurer's certificates*, with accumulated interest at 8 per cent, were made receivable for State dues. They were, of course, paid in for taxes, passed out again as a part of the State apportionment for schools, and as such had to be received by the teachers in payment for their services. There was neither specie nor currency in the State treasury with which to redeem this scrip, and it was therefore subjected to a heavy discount for cash, in some cases amounting to one-half. Friends of education were discouraged; teachers were disheartened, and many left the State; school attendance began to fall off; and it was thought that salvation could come to the system only through the repeal of the scrip provision, because when a little later currency again came into use the door for speculation was at once opened.

Says one of the circuit superintendents, December 1, 1872:

Improper advantage has been taken by all the collectors of the scrip provision, and while in each county a large percentage of the taxes has been paid in currency during the year, none of it has ever reached the treasurers of the State or county.²

The 10 circuit superintendents, with a salary of \$3,000 each, were another source of dissatisfaction, for it was thought that too large a percentage of the total school income was consumed by them. The State superintendent said that some had "accomplished good results," while "others, for want of adaptability to the work, or from not giving their undivided attention to their duties, have not done so well." Then the school attendance began to fall off, and the

¹ Superintendent's report, 1869-70, p. 11.

² School report, 1872, p. 160.

superintendent, perhaps unwittingly, gave what was probably the true cause. He says:

This is doubtless owing to the want of efficiency on the part of circuit superintendents. Had they given less attention to politics and devoted themselves more fully and energetically to traveling over their districts, visiting schools, conferring with trustees, talking to the people on the subject of education, and holding teachers' institutes in the several counties, the result would have been quite different.¹

The subsidiary reports for 1871-72 are exceedingly imperfect—so imperfect that no just comparison can be made with the years that went before, nor with those that followed. The circuit superintendents performed their duties with less regard to accuracy and fullness than in previous years. The student is driven inevitably to the conclusion that, seeing the coming end of their régime, they determined to get as much out of it as possible, financially and otherwise, at the least expense of labor to themselves.

On January 6, 1873, State Supt. Smith was succeeded in office by J. C. Corbin, a negro graduate of Oberlin, who came into Arkansas with the Federal Army and was now rising to prominence under the reconstruction régime. He remained in office till October 30, 1874, when the promulgation of the new constitution ended reconstruction and restored the native white element to power.

In his report for the year ending September 30, 1873, and dated March 5, 1874, Mr. Corbin finds much of which to complain: The constant reports coming to him of inadequate facilities, insufficient teaching force, lack of funds, and crowded quarters were modified by the cheering news that opposition was dying out. But the abolition of the circuit superintendents (act of Apr. 29, 1873) and the appointment of county superintendents in their place increased the duties of the superintendent's office, while his clerical force and appropriations had been lessened. Qualifications of teachers had been raised, but progress was seriously handicapped by depreciation of the circulating medium. In many districts there were too many separate schools. The school funds and the school lands were in a deplorable condition. Some of the lands had been sold, payment made in part, all records lost in the din of war, and it was no longer possible to decide in whom the title vested.

The tax on the sixteenth section and other school lands had been merged for some years in the general fund, while it belonged to the schools; county school funds were lumped; the warrants received first were paid first; greedy trustees got all, modest ones got nothing; some accounts were overdrawn; some districts were bankrupt, others had invested more in schoolhouses than they could raise by taxation; it was necessary for the school district to levy enough tax to run the schools for 3 months before it got any help from the State apportionment; and the limit of 20 cents on the hundred was too small to meet

these demands. Worse still, taxes paid to the collectors in specie and greenbacks were paid into the treasury by these thrifty individuals in State scrip or school warrants, at immense profit to themselves and at infinite damage to the schools. The teachers, who were sometimes employed at what seemed good salaries as teaching goes, had to take this uncurrent currency or get nothing, and then under force of necessity discount it at ruinous rates. The scrip and warrants then floated about the country till they fell into the hands of the tax collectors. In June, 1871, only 20 counties out of 61 are reported as receiving any United States currency in their apportionment of school funds; and beyond doubt depreciation, together with financial ignorance and mismanagement, to use no broader terms, helped to destroy the system.

To these evils are to be added an interpretation of the school law under which the superintendent could no longer apportion the 2-mill tax in the usual way.

The schools had been supported out of three general sources (law of Mar. 25, 1871): (1) A State tax of 2 mills; (2) a per capita or poll tax; (3) interest on the permanent school fund.

The attorney general interpreted the law of 1873 to forbid the inclusion of the first of these items in the general distribution. This delayed the whole apportionment, and up to March 5, 1874, there had been apportioned only about \$55,000 in scrip and warrants (then worth about 35 cents on the dollar and equivalent to \$19,000 in currency), which was to be divided among 73 counties. It seems safe to say that the schools of the reconstruction period literally died of starvation.

The school authorities had said in 1871 that the system was being injured by adverse legislation. It seems that this interpretation of the attorney general put a period to the public schools. There were no available funds with which to maintain them; their administration did not command the support of the better classes of the population; there was much political turmoil, which in April and May, 1874, developed into what is known locally as the Brooks-Baxter war—in reality a struggle between the older conservative element and the newer and less experienced reconstruction element. No other report on the schools is found till that of Superintendent Hill for the year July 1, 1875, to June 30, 1876; so that the period between March 5, 1874, and December 7, 1875, may be safely regarded as a transitional period.

But it would be an error to suppose that the reconstruction period of public education in Arkansas was without influence. On the contrary, it was fruitful in results. It found that the old ante bellum idea of public schools endowed by gifts of public lands had lost its hold on the educational leaders among the conservatives who had already declared for a system based on public taxation. This idea

of public taxation for schools was enacted into law and put into execution perhaps more easily by the reconstructionists (radicals) than could have been done by the conservatives.

The leading features fixed in the school system during the Reconstruction period were:

1. The superintendent of public instruction as a separate State officer, recommended before the war but never attained.
2. The education of the whole people, both black and white.
3. A general State property tax.
4. A general poll tax, recommended before the war but never attained.
5. Local or special taxes.
6. Discussion of compulsory education, faint and short-lived, yet a beginning.

7. Professional consciousness and organization as seen in the State board of education, teachers' institutes, teachers' associations, State and local, and the beginnings of an educational press.

8. The Arkansas Journal of Education, a monthly, founded and edited for at least 3 years (1870-72) by Supt. Thomas Smith, which was of service as a medium of communication between teachers and the constituted authorities, and is, after the reports of the superintendent, our main source for the educational history of the period. It is of value in particular for the local educational color which it furnishes. From its pages we are made to realize the difficulties which many honest and earnest teachers had to meet and the inadequate resources with which they carried on the struggle. It is evident from a perusal of its pages that the new educational system had taken no vital hold on the life and thought of the people of the State. But this was due in large measure to ignorance and indifference rather than to avowed hostility, and the remedy was then, as now, publicity.

The system did not escape accusation of fraud and embezzlement; that there was indirectly much of this on a small scale the leaders of that day admitted; but a review of the work of the reconstruction period, taken as a whole and in the light of subsequent events, constrain the student to think that they did perhaps more than was to have been expected toward laying the foundations of the present successful school system.

The statistics for the reconstruction period became progressively worse and worse. Those for the first two years are fair; for the next two poor; and after that they are almost a total blank. This failure is perhaps largely due to the circuit superintendents, who did not as a body rise to their opportunities, but imperfect as these statistics are we are under the necessity of using them for want of better, and they will be found in their proper place as a part of the general statistical exhibit.

CHAPTER VI.

THE RESTORATION OF HOME RULE, 1874-1894.

Reconstruction in Arkansas practically came to an end on May 14, 1874, when President Grant by proclamation recognized the claim of Elisha Baxter to be the legal governor, at the same time commanding his rival Brooks and his followers to disperse. Power was thus left in the hands of the Conservatives. The legislature asked the people whether a constitutional convention should be called. Their reply was an overwhelming affirmative, and the convention met in Little Rock on July 14, 1874. The constitution, which removed all disfranchisements and registrations, was submitted to the people on October 13, 1874. It was accepted by a large majority; was officially proclaimed as adopted October 30, 1874, and has since remained the organic law of the State. The office of State superintendent of public instruction was that day abolished, for while this position was formally provided for in the constitution of 1868 its creation was left by the constitution of 1874 to the discretion of the legislature. This was in all probability intentional, for the reason that J. C. Corbin, the incumbent, was *persona non grata* to the party then in power, although his worth and ability were later recognized by that party, for he served the State many years after that date as a teacher and educational leader of his race.

Prof. Shinp has marked the progressive educational steps in Arkansas up to the return of the Conservatives to power in 1874. He says:

The principal steps in school legislation in Arkansas may be thus summarized: (1) The ante bellum law fixed the districts to a large extent. (2) The law of 1866-67 fixed the system upon a taxed basis, and reached white children. (3) The law of 1868-69 continued the taxed system, and extended the privileges of the schools to all races. (4) The law of 1874-75, and all subsequent legislation, developed and perfected the work of the three systems, and added new features.

The constitution of 1874 has the following sections on education:

ARTICLE XIV.

SECTION 1. Intelligence and virtue being the safeguards of liberty and the bulwark of a free and good government, the State shall ever maintain a general, suitable, and efficient system of free schools whereby all persons in the State, between the ages of 6 and 21 years, may receive gratuitous instruction.

SEC. 2. No money or property belonging to the public school fund, or to this State for the benefit of schools or universities, shall ever be used for any other than for the respective purposes to which it belongs.

SEC. 3. The general assembly shall provide by general laws for the support of common schools by taxes, which shall never exceed in any one year 2 mills on the dollar on the taxable property of the State, and by an annual per capita tax of \$1, to be assessed on every male inhabitant of this State over the age of 21 years: *Provided*, The general assembly may by general law authorize school districts to levy by a vote of the qualified electors of such district a tax not to exceed 5 mills on the dollar in any one year for school purposes: *Provided further*, That no such tax shall be appropriated to any other purpose nor to any other district than that for which it was levied.

SEC. 4. The supervision of public schools and the execution of the laws regulating the same shall be vested in and confided to such officers as may be provided for by the general assembly.

By the constitution the following features were fixed in the organic act:

1. A mandate to educate all the children of the State.
2. The inviolability of the school funds; which were defined and separated by law into the (1) Common or permanent school fund; (2) the sixteenth-section fund.
3. Uniform State taxes for schools, with an annual poll tax.
4. Provision for local taxation on demand by the voters and the inviolability of the tax so levied.
5. Making the office of State superintendent depend on the will of the legislature instead of fixing it in the organic law as was done by the constitution of 1868.

Little seems to have been done in an educational way from the date of Corbin's last report, March 5, 1874, till after the passage of the new school law on December 7, 1875, under which the Conservatives began their work. The two school years 1873-74 and 1874-75 are almost a total blank. There was no head of the school system during a part of this time, for the officers of the old régime had gone out with the passing of the constitution of 1868. There was no formal report for the period; so that all extant knowledge of conditions at this time has come through other sources. About all that is known is that there was paid out for teachers in 1873-74 the sum of \$65,522.66, and for the year 1874-75 the sum of \$40,444.56.

It seemed best to those in power to let the old system practically die and then build anew on the basis of home rule, honest money, conservatism in expenditures, and honesty in administration. No school law was passed by the first assembly under the new constitution. Perhaps sufficient time had not elapsed for the conservative element to orient itself to the new conditions of life, so unlike the patriarchal ways of the ante bellum period.

The law of December 7, 1875, repealed and to a large extent reenacted the law of April 23, 1873. It differentiated and fixed

the status of the two school funds: (1) The permanent or common school fund was made up of all moneys, stocks, bonds, and other property then belonging to any fund for the purposes of education, escheats, estrays, unclaimed dividends, or distributive shares of deceased persons, grants, gifts, devises, 10 per cent of the net proceeds of the sales of State lands, and proceeds from the sale of all other lands except (2) the proceeds from the sixteenth-section lands. These two funds thus differentiated were protected by the constitution from spoliation, and this provision has come down through successive school laws and State digests to the present.

In the school law of December 7, 1875—the basis of subsequent school legislation—the State superintendent was retained, the county superintendent was replaced by a county examiner, and the district trustee by three district directors. The duties of each remained substantially the same. The first and greatest item was revenue. This was provided for in three ways:

(1) By a general tax of 2 mills on the property of the State, to be distributed per capita by the State superintendent to all children between the ages of 6 and 21.

(2) By a poll tax of \$1 on each male citizen over 21 years of age, to be distributed by the county judge to the school districts in proportion to the number of polls in each.

(3) By a local tax in each district not exceeding 5 mills on the dollar, to be determined as to amount by the electors of each district each year and to be paid directly to the districts.

Until the promulgation of the constitution of 1874, the history of the public schools in Arkansas is primarily the question of their existence at all. Before the Civil War their existence was recognized mainly in so far as they might be supported out of the income of invested funds. During the reconstruction era they won the basis of support through public taxation, but suffered the handicap of the reconstruction régime. After the incorporation of the public-school system into the constitution of 1874 their maintenance was no longer to be questioned, nor has there been a break in the historical continuity of the office of superintendent. The system has been in the hands of the best element of the people of Arkansas and has been administered by their representatives in the interests of all. Since 1875 its policy has been more or less uniform. There has been no radical change from one school of thought to another. In the main, each superintendent, while emphasizing or developing certain lines which more particularly appealed to him, has in general carried out the policy of his predecessor. There has been no break; there has been historical continuity. It is therefore possible to write the history of the last generation of schools in Arkansas as a continuous

whole, considering (1) The difficulties in the way, (2) the things attempted, (3) the things accomplished and the progress attained.

The succession of State superintendents since 1875 has been as follows:

George W. Hill, December 18, 1875, to October 13, 1878.

James L. Denton, October 13, 1878, to October 11, 1882.

Dunbar H. Pope, October 11, 1882, to October 30, 1882.

Woodville E. Thompson, October 30, 1882, to October 30, 1890.

Josiah H. Shinn, October 30, 1890, to October 30, 1894.

Junius Jordan, October 30, 1894, to September 12, 1898.

James W. Kuykendall, September 12, 1898, to October 30, 1898.

J. J. Doyne, October 30, 1898, to October 30, 1902.

John H. Hinemon, October 30, 1902, to October 30, 1906.

J. J. Doyne, October 30, 1906, to July 1, 1908.

George B. Cook, July 1, 1908, to date.

THE ADMINISTRATION OF GEORGE W. HILL, 1875-1878.

The first State superintendent under the new law was George W. Hill. He was appointed December 18, 1875, and in his first report, for the year ending July 1, 1876, he makes a brief but telling résumé of the educational situation of the State at that time. The main burden of this report was the hostility to the school system begotten in reconstruction days and the evils of a depreciated currency, consisting of State and county scrip. He says:

Called to the office of State superintendent of public instruction in December, 1875, by the general assembly, pursuant to an act approved December 7, 1875, entitled "An act to maintain a system of free common schools for the State of Arkansas," I found the interest of the free education of the youth of the State in not so favorable a condition as might be desired. A very powerful force—the depreciation of the value of State scrip—had been militating against this interest for about two years and temporarily emasculated the whole common-school system. In the wake of a depreciated currency, in which teachers were paid and by which schools were attempted to be maintained, followed numerous attendant evils. The discouragement of school officers, an occasion for complaint on the part of enemies to free schools, a somewhat reckless incurring of debt, a loss of confidence in the minds of the people, and a partial abandonment of free schools by good teachers were all in its multitudinous train. Under the circumstances most school districts had either to suspend their schools or become involved in debt. Some did the former, others the latter.

For this state of evils there was but one remedy—to be rid of that upas, a depreciated currency. Time and the appreciation of treasurer's certificates are accomplishing this desired result. The districts generally are getting out of debt and resuming their schools. Confidence is being restored to the people, and it is earnestly to be desired that the cause of public instruction will in future be kept clear of the breakers of a comparatively valueless money. * * *

During the year past we had but little trouble arising from the maintenance of our schools with State scrip, for it had appreciated till it had obtained a very respectable value and more than usual reliability. But still, it is far from desirable that our schools be maintained by a currency whose value is so easily affected by State legislation.

To the successful management of the industries of a people, there is necessary, not only a feeling of security of property, but a certainty of return for labor put forth. To secure the latter, labor should be paid for in a currency subject to as little fluctuation as practicable.

Under existing laws some of the funds going toward the maintenance of our free schools are paid in county scrip, which hardly has the same value in any two counties. If we can not have all our school funds in United States currency, we ought, at least, to have them all in State scrip.

The fluctuations of scrip, in addition to the direct evil exerted, affect injuriously the moral support of our free schools in public sentiment, none of which we can afford to lose. We have experienced the great benefits consequent upon the negotiations of the honorable finance board for greenbacks, with which to maintain the State government; and it would be desirable to have all our governmental interests supported by an equally stable currency so soon as practicable.¹

Besides troubles over the matter of money, the school authorities had to make headway against the unpopularity and inefficient character of the district normal institutes and against the lack of preparation and professional interest on the part of many teachers and school officers. There was trouble in particular over the county examiner. He was the county head of the system. He was expected to hold institutes, examine teachers, grant certificates to teach, visit schools, give advice to teachers, and make reports to the superintendent; yet he was practically unpaid, and it even required a special opinion of the attorney general to secure money for the stamps and paper of his office. As a natural result it was difficult to find suitable men who would accept the position.

The unit of administration was the school district, and not the civil township. This was considered and proved to be too small for successful administration. Three local directors in place of one, while making the system unwieldy, was still thought to be an improvement, but it was found that not many electors would attend the annual school-district meetings, thus leaving the whole question of school management and school taxes in the hands of the designing few.

The whole question of the school lands had been properly transferred to the office of the commissioner of State lands; but the section of the act in regard to local taxation was vague and was held by the attorney general to make the whole of the district or local tax optional, while—

the statistics presented are very meager. Comparatively few free schools were taught during the year ending July 1, 1876; and the statistics collected do not present the educational interest of the State as good as it really is. Many trustees failed to report; others were not accurate. This fact, of course, vitiates the reports of the county examiner and State superintendent.

¹ Hill's Report for 1875-76, pp. 5-10.

The statistics for the year, so far as it was possible for Supt. Hill to gather them, were as follows:

STATISTICS FOR YEAR ENDING JUNE 30, 1876.

School population:	
White.....	106,352
Colored.....	27,574
Total (not differentiated in many counties).....	189,130
School attendance (many counties not reported).....	15,890
Teachers, total reported.....	461
Salaries:	
Male.....	\$28,783.01
Female.....	\$4,652.30
Total (not differentiated in many counties).....	\$75,399.67
Schoolhouses:	
Erected during year.....	25
Cost.....	\$3,957.12
Erected before.....	1,374
Cost (not value).....	\$361,358.37
Revenue:	
State apportionment.....	\$105,586.70
District (i. e., local) tax.....	87,739.51
Sale of schoolhouses, sites, etc.....	444.64
Grants and gifts.....	674.99
	<hr/>
	194,445.84
Expenditures:	
Teachers' wages.....	73,166.67
Schoolhouses, etc.....	10,838.61
Repairs.....	2,567.07
	<hr/>
Total.....	119,403.20
Unexpended.....	10,576.56

Notwithstanding this poor showing the superintendent was not discouraged. He said, in conclusion:

"There is light ahead" for our common-school system. This is no groundless assertion. It is based upon assurances from all parts of the State of growing intelligence, of an increasing spirit of inquiry, of awakening appreciation of education, of lessening hostility to free schools, of the waning indifference of the people to the efforts of the State in behalf of education, of an enlarging number of friends and advocates of common schools, of a more earnest call for teachers of higher qualifications, of more agitation of the public mind on the free-school question, of a greater disposition on the part of the State press to speak in advocacy of common schools, and of better county and district officers being elected. It is based upon the established confidence in the Government, upon the peace and quiet prevailing in the State, upon the greater degree of industry and enterprise now apparent within our borders, upon the increase of our population through intelligent immigration, upon increased facilities of communication with other States, upon the gradual diffusion at home and abroad of a knowledge of our natural advantages, upon the influence of the example of other States, and upon the spirit of the age.¹

¹ Hill's report for 1875-76, p. 20.

In the years 1876-77 and 1877-78 treasurer's warrants and State and county scrip were still an ever-present but decreasing source of trouble to the school authorities. As the State administration got more firmly fixed this extraordinary currency tended to rise to par, and with its rise the question of its use disappeared. By 1885 it was worth its face value.

Other difficulties were the ignorance of both teachers and patrons; the school sessions were short, schools were small, the attendance was small and irregular, even when reckoned on the slight per cent of enrollment; there was still at that time some lack of harmony between the public and the private schools; and, finally, many were saying that the law had too much of the *may* and too little of the *shall*. To this last criticism the superintendent replies:¹

The cry is, let all the school tax, or at least a larger proportion of it, be levied and collected by the State. Take our educational matters out of the hands of the districts. Make a strong law. Put more of the *shall* element and less of the *may* in it. The effect of such a course would be beneficial at first, but ultimately might be injurious. In the incipency of a free-school system, while it is unappreciated, while the people care nothing about it, there is certainly more necessity for centralizing the force and authority pertaining to it than when it has been thoroughly established and has grown up in the affections of the people. But there is a limit beyond which, if centralization be carried, the public sentiment, the mold of the destinies of republican governments, will rebel so strongly as to defeat the object in view. The problem of wise legislation is to ascertain the golden mean between too much and too little centralization.

Even at that time there was complaint that the constitutional limit of 5 mills for the local tax district was too small to secure the best results, but not for years was any serious effort to be made to raise the limit. There was encouragement in the fact that while the local district tax was optional and was to be voted every year, a steadily increasing number of districts saw its importance.

There was a growing demand for better teachers, with the result that teachers' institutes were better attended, normal schools were organized, and the better classes of the population came more and more to depend on the public instead of the private schools. The State Teachers' Association was growing in strength, professional class consciousness began to appear, and with it more of cooperation.

The State superintendent gave much of his time to traveling throughout the State in interest of the schools. This personal work consisted of public addresses, private discussions, the holding of teachers' institutes, and writing for newspapers on educational subjects.

The State reports are to a large extent exponents of the educational situation. The tone and trend of the time can be realized easily.

¹ Report for 1877-78, pp. 19, 20.

In the earlier ones there is much of rhetoric and rhapsody, containing, nevertheless, words of exhortation, of suggestion, of ambitious desires, of ideals and hopes yet unattained. By degrees these characteristics pass, and their place is taken by longer and longer statements of work actually accomplished and of growing plans for future progress.

Mr. Hill summarizes the general situation at the close of his administration in the following cheerful words:¹

It is gratifying in presenting this, my third annual report, to record marked educational progress. There are many evidences of this progress, some of which, in addition to the statistics which accompany this report, I give in detail:

1. There has been quite an increase in the number of districts which have voted the 5-mill tax.

2. There is a more general demand for better teachers.

3. There is a disposition to agitate, to say the least, the matter of popular education. Our people are talking about, writing about, thinking about the subject. It is discoursed upon by our political leaders and speakers. It is discussed by our conventions called together to consider measures for the public good. It is exposed to public view in our newspapers. It is a frequent topic of conversation around the hearthstone. This thought, this intellectual gestation of our educational interest, is what we desire. The result of the parturition can not be other than wholesome. Education by the State has nothing to lose, but much to gain, from investigation. Let thought and research, then, bring their brightest torches to its examination.

4. More interest has been shown in the annual district school meetings. There has been a larger attendance of the electors at these meetings. A smaller number of districts have failed to hold these meetings and do the annual work of the districts. A closer conformity to law has marked the conduct of these annual meetings. Electors have been more interested in the character of their district officers.

5. Electors in school districts, beginning to realize that "eternal vigilance is the price of liberty," and also the price of a wise management of the educational interests of their district, have been more watchful in regard to the acts of their educational officers. Neglect of official duty has had less chance to sleep undisturbed. Unwise expenditures of school funds have been less frequent.

6. In addition to the greater faithfulness of educational officers secured by the watchful eye of public sentiment there has been increased efficiency in office, from the fact that educational officers have perceived more clearly the responsibilities of their position. They have felt more sensibly the weight of the obligations resting upon them. To this clearer perception of their responsibilities they have been helped by the activity of public thought in regard to education, their own minds being infected with the excitement which has seized upon the minds of others.

7. The reports from directors and county examiners have been not only fuller, but more promptly made. Some few reports from county examiners were received even before the time prescribed by law. These facts evince a healthful condition of affairs and augur better things for the future.

8. More reliance is placed upon our free schools for the education of the youth of the State. There has not been so much need of subscription schools as heretofore. Our free schools are more generally patronized by the so-called "better class" of citizens. Prejudice on the ground that the free school is socially too democratic, that it occasions too promiscuous a mixture of the various classes of society is waning. Our free schools are being recognized as the peers in efficiency of private schools, maintained by an equal expenditure of means. Indeed, in many cases—as in Little Rock, Pine Bluff, Helena, and other places—they are greatly superior.

¹ Report for 1877-78, pp. 5-7.

ADMINISTRATIONS OF JAMES L. DENTON AND DUNBAR H. POPE,
1878-1882.

The successor of Mr. Hill was James L. Denton. Of him one of his successors in the office of State superintendent, Prof. Josiah H. Shinn, has said:

Mr. Denton believed in the efficacy of public education. He was a master of platform oratory, traveled over much of the State, and was always greeted with large audiences. His influence over the people was very great, and he used it for the advancement of the public schools. The people no longer looked to the general tax for means to carry on their schools, but voted the local tax as an auxiliary. Opposition to free schools grew weaker, and more systematic efforts were adopted by the people.

His immediate successor, Hon. W. E. Thompson, said of him:

By his eloquent and impassioned appeals he removed in a great measure southern prejudice against free schools, and to him more than any other individual is the State of Arkansas indebted for the increased popularity of our free schools.

During this period city school systems began to be organized in the larger towns and the superintendent takes up the problem of the ungraded schools. Until now this problem had hardly been touched in the more thickly populated centers, much less in the country districts. An outline course of study sent out by Gen. John Eaton, then United States Commissioner of Education, was printed with directions and suggestions, and the question of textbooks, with the accompanying question whether there should be a State or county or other adoption, was discussed. In August, 1880, the superintendent recommended a uniform series of textbooks, which was gradually adopted by the local school boards. It included Swinton's Word Primer, Word Book, and Word Analysis, in spelling; Appleton's readers; Webster's dictionaries; Goodman's Patent Model Copy-Books; Quackenbos's History of the United States; Swinton's General History; Quackenbos's Illustrated Lessons in our Language, and his English Grammar; Hart's English Literature; Cornell's Geography; Ray's Arithmetic and Algebra; Schuyler's Geometry; Harkness's Latin Series; Hart's Rhetoric; Schuyler's Logic; Bryant and Stratton's Bookkeeping; Townsend's Civil Government; Chapin's Political Economy; Wells's Natural Philosophy; Steele's Botany, Physiology, Chemistry, Astronomy, and Geology. As aids to the teacher in professional self-development he recommended Jewell's School Government; Ogden's Science of Education and his Art of Teaching; Heilman's History of Pedagogy; Northend's Teacher and Parent, and his Teacher's Assistant; Wickersham's School Economy; Page's Theory and Practice of Teaching; Swinton's Rambles among Words. Trench's Study of Words; R. G. White's Words and their Uses.

The work of the county examiners was not satisfactory, nor could it be under the situation of affairs, and there was great diversity of opinion on the question of local tax. Some districts were willing to vote more than the constitutional limit of 5 mills. But experiences like those of Perryville had made others so wary that they refused to vote any special tax whatsoever, for in reconstruction times Perryville had a school for 10 months which cost so much money that it took the district 8 years to pay out. Perhaps the most striking features in the situation were the growing confidence of the people in the honesty of the public officers, and the realization of these officers of administration that the system still suffered from grave weaknesses.

Soon there began to appear reports of better schoolhouses and longer terms, of better teachers and better attendance, of disappearing apathy and opposition, of more special-tax districts, and of "rapid and substantial progress."

In a review of the work accomplished to that date Supt. Denton writes, in the report for 1878-1880 (pp. 70-71), in a style, florid and rhetorical, it is true, but one filled with the pathos of high ideals:

In considering this question it should never be forgotten that the fabric of public schools was founded on the ashes and ruins of that melancholy period. * * * Bankruptcy, repugnance to the system, * * * reckless mismanagement of school affairs, * * * the asperities naturally engendered by a great revolution, the political commotion and dreadful friction that attended reconstruction, together with the dubious future of the country, environed the infant cause. * * * The war broke the South financially, but it also broke the torpor of the public mind in regard to the supreme question of universal education. * * * It underscored and emphasized the transcendent importance and overshadowing supremacy of the kingdom of ideas. * * * In spite of every adverse influence, however, there has been steady progress during the last 12 years. In spite of crushing disappointments, exorbitant taxation, and scarcity of revenues, the wheels of progress have quickened their revolutions. Resistance has ceased to be dangerous. The people have accepted accomplished facts. The tone of leading newspapers and orators is positive and encouraging. Public apathy is retreating before clearer light and broader views, and popular education is receiving a more enthusiastic support. The condition of the country is favorable.

During the period of Mr. Denton's superintendency the progress of schools was encouraged and helped by the publication of the Arkansas School Journal, which was first issued at Little Rock in November, 1880, by J. R. Withers, a teacher who had come into Arkansas from Indiana. After his return home the editorial management was assumed by Mr. Denton himself and remained in his hands till his death. With the passing of his enthusiastic support its direction was assumed by J. Kellogg, who changed its name to Kellogg's Eclectic Monthly and Educational Journal, making it more general in scope and character of contents, but after an experience of seven months in its new rôle it was suspended, and the educational system was again left without a journalistic leader.

During the period of its existence, covering the time between November, 1880, and July, 1883, the Journal was of no little value in advancing education, but it does not appear that it was well patronized by the teachers as a whole or that its pages were as extensively used by them as was desirable. The Journal did its part; its selections were suggestive, but few teachers availed themselves of the opportunity of its pages, and its preaching was no doubt much better than their practice.

ADMINISTRATION OF WOODVILLE E. THOMPSON, 1882-1890.

Mr. Denton died in office and his unexpired term was filled out by Dunbar H. Pope. The latter was succeeded by Woodville E. Thompson, who served for the eight years between 1882 and 1890.

During his incumbency the main features discussed in the reports are the assistance derived from the Peabody Fund with arguments in favor of national aid to education; the growing importance of the newly organized city school systems; the need of a revision of the existing school law, and a more careful collection of the State poll tax. There were still many complaints of imperfect reports, but the interest in the schools when measured by the amount of money the people were willing to vote for its support was steadily increasing.

The cry now changes from opposition to indifference—a change more deadly in character but yet more easily overcome. The system was recognized on all sides to be too decentralized, and there was pressing need for a more efficient and better paid local administration. But along with these older and narrower difficulties comes a discussion of newer and broader problems like free textbooks, the consolidation of schools, and even compulsory attendance. The great need was always for more efficient and better paid county and local officers. These were often ignorant and frequently careless, and this statement applies not only to the county examiners and district directors, who were practically unpaid, but also to the county treasurers, who failed often to report county school funds, and when not failing were often so careless as to count the principal of the county sixteenth section fund as a part of their annual receipts.

The question of attendance was also a serious one. The people were not ready for a compulsory law, and yet it cost practically as much to educate the average per cent of pupils in attendance as it would have cost to educate the pupils enrolled. It was suggested that one-half the school fund be apportioned on the basis of enrollment, the other half on that of attendance. The question of school libraries and of teachers' certificates becomes more important; there is a growing tendency to appeal to the people of Arkansas by the example of other States, and it is remarkably true that the feeling of amug complacency is not often to be seen.

In concluding his report for his last year of service Mr. Thompson says:

An examination of these reports will show that the public school system is being improved from year to year, but that there is an urgent demand for some radical changes to be made before any very great advancement can be perceptible. After eight years' work for the common schools of the State I am thoroughly satisfied that the changes and amendments herein recommended call for the careful consideration of the general assembly. The collected statistics which have been presented are by no means satisfactory. For instance, the report for 1890 shows an enrollment over 10,000 less than that of 1889. Were this the real case, the correct inference would be that our schools are not doing what we have a right to demand of them; but an examination of the reports from each of our 75 county examiners readily shows the cause of this falling off to be the failure of directors to meet their requirements, and it will never be improved so long as we have so many school directors receiving no compensation for their work. Far better have town supervision and a salaried agent or agents to control the county schools. The reports of the wages paid teachers, number of teachers, number of schoolhouses, etc., give no idea of the true financial condition of our counties; on the contrary, they tend to mislead the public. The amounts of revenue collected and expended are the only correct data we have been able to command from the reports and statements which go to represent what we are doing for the cause of popular education.

ADMINISTRATION OF JOSIAH H. SHINN, 1890-1894.

To the mind of the present writer, Prof. Shinn is the real protagonist of primary education in Arkansas, the real educational statesman who was the first to see that the State had reached the limits of development with the means at command and in his official capacity to declare for a higher tax rate. Mr. Shinn had been a lifelong teacher. He believed that the public schools not only had a mission, but that their totality of work was of greater value to mankind than was that of the higher institutions. He argued that inasmuch as 96 per cent of all the children of the State would receive all their school education in the public primary and high schools these schools should be made better.

To do this he set about to inspire a love for better teaching. Institutes were held more frequently and for longer terms. Regular programs were prepared and expert teachers employed. To the legislature he said:

The school population is 36 per cent of the entire population in 1890. If this school population be sorted it will quite naturally divide itself into a class pursuing elementary studies, another pursuing higher studies, and still another the collegiate studies. The elementary studies will comprise as a rule all students between the ages of 6 and 15, the high school between 15 and 18, and the collegiate from 18 upward. Of course these lines cross each other in various ways, but the general classification holds good. From most careful estimates it is found that rather more than 96 per cent of the school population are pursuing elementary studies, rather more than 3 per cent are pursuing higher studies, and rather less than 1 per cent are in proper collegiate studies. The percentages for the United States are 94.2 per cent elementary, 4.9 per cent higher, and 0.9 per cent collegiate. Elementary instruction is understood to

include the "primary" and "grammar" grades. Of the whole school population the public schools enrolled about 97 per cent, while the private schools and colleges enrolled less than 3 per cent. In the whole country, according to the report of the United States Commissioner, there were 13,726,574 children of all grades enrolled in 1888-89. Of these, 12,325,411, or 89.8 per cent, were enrolled in schools or institutions under public management, and 1,401,163, or 10.2 per cent, in schools and institutions under private management. The public-school spirit in Arkansas is far above the average for the whole country. In a properly devised scheme of education the elementary course should terminate at the thirteenth year of child life and include about 20 per cent of the school population; the secondary period will terminate at 17 and include about 8 per cent of the population; while the superior will terminate at 21 and include 6 per cent. Applying these estimates to the whole number of enrolled children, there should be 148,240 enrolled in elementary work, 59,296 in secondary work, and 44,472 in superior work. The actual classification will show that there are not far from 240,000 in elementary work, 8,000 in secondary work, and 2,000 in superior work. That is to say, about 100,000 are doing elementary work that in a model system would be engaged elsewhere; there are 50,000 children enrolled in our schools doing elementary work whose ages under a better system would warrant their receiving secondary instruction, and who are debarred from it by the bad classification of the earlier school years, the bad teaching of the same time, the bad regulations as to attendance, and the opposition to secondary instruction in free schools. The case is still worse when we consider the collegiate side of the question. There are 44,000 children from 17 to 21 years of age to receive superior instruction. The most liberal estimate that I can form is that less than 2,500 children of the State are in proper collegiate studies. The rule for the whole country is that six-sevenths of those entitled to secondary instruction never receive it, and that thirty thirty-firsts of those eligible in age for superior instruction never enter college.

While we are keeping step with the whole country we are far behind many of the older communities in strong secondary and superior schools; and our care should be to so manipulate the elementary course as to create better future possibilities for the secondary and superior. This can be done by constantly raising the grade of instruction in the elementary schools. To do this we need better teachers, better classification, county supervision, graded institutes, normal schools, manual training schools, garden schools, kindergarten training.

He then asked the legislature for an appropriation to establish 6 three-months normal schools in addition to the regular county institutes. That body gave him \$2,000 per annum in 1891 for two years, and increased it to \$3,000 in 1893. With this and other money he not only kept up the three-months district normal schools, but established and maintained 3 State normal schools for one year and 2 for three years, with a regular 3 years' course of study for nine months of each year. The schedules and schemes of study covered a period of three years in orthography, reading, mental and written arithmetic, penmanship, English grammar, geography, history, algebra, geometry, physics, rhetoric, mental philosophy, Latin, Anglo-Saxon, the Constitution of the United States and of the State of Arkansas, civics, natural history, United States land surveys, school management, pedagogy, psychology, and history of education. The attendance was more than 300 for the full time, with 33 graduates. The schedules for the three-months schools embraced a comprehensive study of the common branches, with a shorter study of methods. Over 800 teachers attended these schools each year, the number in 1894 reaching 1,423. Teachers who had gained the most success as teachers of high and graded schools throughout the State were chosen as instructors for these short-term schools. The county institute work under the supervision of the county examiners was also greatly stimulated. From 76 in 1891 there were 165 held in 1894, the attendance being at that time 4,254.

The law required the State superintendent to prepare questions for the examination of teachers four times each year, but this had fallen into disuse. From and after 1891, for four years, these uniform examinations were regularly and persistently held. At first considerable opposition was aroused, but it was not long before their influence upon the teaching class became manifest and they are now one of the most approved features of the State's educational system. The real qualifications of teachers were unquestionably advanced. Schedules and schemes for the grading of country and town schools were prepared and urged upon school officers. The result was a wider grading and classification than had before existed.

In order that the high school work should be more thoroughly systematized, and that a certain uniformity and continuity of study should be maintained, Prof. Shinn advised the State Teachers' Association in 1891 to adopt, through its high-school department, a regular course of study. A committee appointed by that association adopted and recommended a scheme of studies to the high schools of the State which was generally adopted as a minimum.

Prof. Shinn also took the position that, since the university asserted itself to be the head of the public school system, this assertion threw upon it the onus of ascertaining and accrediting every high school in the State whose course of study and system of teaching led to collegiate entrance.

The legislature of 1893 authorized the State superintendent to make an exhibit of the State's educational enterprises at the World's Columbian Exposition. Thirty-two schools prepared exhibits of more than 400 bound volumes of pupil work and over 3,000 specimens of map drawing and botanical work. Eight hundred photographs showed exterior and interior views of Arkansas schools. Forty large administrative charts exhibited the legal status of the State's system. Dr. Buisson, delegate from the French ministry of public education, cut at random a hundred pages from the child work of the various schools, to be reproduced in facsimile in a work for French schools. Dr. Yambe, of the University of Japan, at Tokyo, made the plan of this exhibit the basis of his official report. Awards were made to the public schools of Little Rock, Batesville, Arkadelphia, Malvern, Morrilton, Hot Springs, Fort Smith, Pine Bluff, Lonoke, Russellville, Helena, Eureka Springs, and Jonesboro. Awards were also granted to the State.¹

In summarizing his work at the end of his four years of administration, in 1894, he says:

Looking backward over the 20 years the system has been in operation, we find much that authorizes our people to rank themselves as leaders in systematic provision, intelligent original legislation, honest expenditure, comprehensive plan, and energetic, thoroughgoing work.

We began the work with a bankrupt State and a disheartened population. Civil war had desolated our homes and depleted our treasury; reconstruction had driven us to madness and swept away the little that war had left. Debt—overpowering, grinding debt—was the chief legacy of the after-war period; the reconstruction era, though clad in peaceful garb, was far more voracious and destructive than had been the armed period of war.

Both State and counties were overwhelmed with debt, and all enterprises felt its deadening influences.

To me it is a remarkable fact that out of this sea of passion, strife, and bad feeling our people were able and willing to formulate the prudent and wise statutes which brought the free school into permanent and vigorous form. And if there can be anything more remarkable than this great mental phenomenon, it is the wonderful recuperative power of our people. In 20 years of honest, capable government we have not only regained all that we had of taxed wealth before the war, but have almost doubled it.

¹ See Shinn's *History of Education in Arkansas*, pp. 53-57, from which these paragraphs are condensed.

At the very beginning our legislation upon educational questions was characterized by liberality and wisdom.

A State levy of 2 mills on the dollar was legalized for per capita distribution throughout the State; a poll tax was added for county distribution, while every district was permitted to levy and collect an additional sum, not exceeding 5 mills on the dollar, for home use. Thus our legislators, although disturbed by the great questions of politics then prevalent, seized the three best means adopted by any State for the raising of revenue, wisely giving the greatest freedom of action to the district, in this manner emphasizing the value of home rule, home development, and home taxation.

Through 20 years the system has lived with almost no amendment. From a few schoolhouses scattered here and there, poorly equipped and supplied, we have reached a plane where 6,000 schoolhouses, well equipped, are in existence, and to which 400,000 children go for about all the school instruction they ever receive. The system started in the thralldom of after-war times, but because of its wise and conservative tendencies it grew with surprising rapidity. It was then an experiment, hedged all around by the doubts of both leaders and followers. It has long since passed the experimental state and is now a fixed part of the State's polity. It has won friends everywhere, and is to-day more deeply grounded in the affections of the whole people than any other department of government. It has grown because it met a demand for the widest dissemination of the principles that underlie virtue and foster intelligence in order that citizens may be the better prepared to understand and maintain the rights, duties, and obligations of suffrage government.

The backward look is a real basis for honest pride to every citizen of the State. Every energy has been bent by the majority of the people to force the system to yield a proper fruit. Money has been voted so generally that we have reached the limit of our right. Teachers have been required by inexorable public opinion to improve themselves. The result is, as stated before, we have now reached the maximum worth of public education under our revenue limitations. * * *

All that could be done 20 years ago was done. But conditions have changed. Gloom has given place to glory, despair to hope. If we now are to equal the men then, we must act as vigorously and wisely under more generous conditions as did they under a harsher environment. * * * Technical education in some form has gone into every public school side by side with the old literary forms. Technical education is a common solution for many of the industrial problems of the age. Its value is equal to the literary form, and conforms much more adequately to demands of the mass. If we are to take high rank upon industrial questions, we must conform our public systems to the technical demands of the problem. But under existing revenue limitations we can not adequately meet the world form of literary demands, to say nothing of the technical requirements. The really great question of educational statesmanship is the immediate removal of the limitation upon local taxation. Give the people more freedom in their localities, so that they may the more easily and surely adjust themselves to the demands of their environment. It is no burden to a locality already satisfied with local legislation to permit another locality to use its own means untrammelled and without limitations. Absolute freedom to the district is the perfection of home rule.¹

¹ Shinn: Report as Superintendent of Public Instruction, 1893-94, pp. 7-10.

CHAPTER VII.

THE PRESENT ERA, 1894-1912.

ADMINISTRATIONS OF JUNIUS JORDAN AND J. W. KUYKENDALL,
1894-1898

The successor of Prof. Shinn was Junius Jordan. In his first biennial report, that for 1894-95 and 1895-96, he reviews the main features of the school system and points out their defects. He was quick to note improvements and to trace them to their source, but he was not disposed to claim that relative perfection had been attained. He says:

It is a noteworthy fact that while property values have materially decreased, taxes for the support of schools have been uniformly maintained. This is a marked evidence that our people are alive and progressive in the cause of education * * *.

It is gratifying to note that there is an increased efficiency and power in our teachers, and that by the acquisition of new methods, through the instrumentality of our county normals, the standards of school work and the system of grading have been advanced and improved.

While this condition of affairs is very encouraging, we must not say that we have arrived at a point where we can afford to relax our energies or curtail our expenditures. It is a mistake to suppose that our school system is as effective in all its bearings as in those States that were never estopped in their progressive features by the calamities of war and the disasters of misgovernment and of financial depression. They have better schoolhouses, more thoroughly provided with apparatus, libraries, and devices and aids for teachers and pupils. The rural schools are too generally carried on in inferior buildings, many unworthy of the name or the cause for which they stand * * *.

We must urge on our people to give more earnest attention to the improvement of schoolrooms and school grounds. Especially is this important in the country districts. It is wisdom to build houses first, strongly, comfortably, and with a view to inside equipments.

He reports that the expansion and growth of the system had so increased the duties of the superintendent's office that he was nearly overwhelmed with routine detail and had little time for supervision in the broader sense. This is the burden of both his biennial reports.

It was still felt to be necessary to argue in behalf of the county normal schools, which had been established in 1895. They had given general satisfaction to the teachers; they had helped to create professional consciousness and pride; they had either improved the poor teacher or driven him out of business; they had raised the standard of teaching, for during the first year (1895) as many as 89 per cent of the teachers had been in attendance in the 75 white and 17 negro normal schools. This average was reduced to 87 per cent in 1896, but the general opinion was that the normal schools,

taken as a whole, had been much more successful than in the first year. And yet it was found necessary to enter into a long argument in the report to meet the specious pleas of demagogues that normal schools were class legislation. These schools lasted one month, were given in substantially every county, were intended to show how to teach grammar, history, geography, reading, arithmetic, algebra, physiology, spelling, psychology, school management, penmanship, and civil government, while a "special professional course" was outlined for further study. The main argument in behalf of these local, decentralized county normal schools was that they reached the great body of teachers at a minimum cost, a work which State normal schools could not do. The total expense per year was only \$10,000.

The same difficulties which earlier officers had faced in general administration and not conquered were again to the front, and reasons for changes were urged. The district directors were pronounced an incumbrance, because they were for the most part ignorant, indifferent, delinquent, or neglectful; the district system was said to be obsolete and inadequate; a new system, based on the civil township, was urged as furnishing better material for directors, a more even distribution of funds and better equalization of opportunity. In the same way and for the same reason—general inefficiency—the county examiner was condemned. It was thought that either his powers and pay should be increased or that his place should be taken by a county superintendent.

It was still felt to be necessary to argue in behalf of the need and importance of the expansion and development of the rural school, but it was possible to report in general a larger enrollment and better attendance. Uniform grading was being attained, but uniform textbooks had not commended themselves to the superintendent.

Mr. Jordan's reports, when taken as a whole, may be characterized as of the missionary sort, whose chief function was to arouse to action rather than as a quiet survey of triumphant progress.

ADMINISTRATION OF J. J. DOYNE, 1898-1902.

The next superintendent in the line of succession was J. J. Doyme. After four years of good work the county normal schools were discontinued by the failure of the legislature of 1899 to provide the necessary funds. An attempt was made to cover their work by the Peabody Institutes in 1899 and 1900, but these were not numerous enough, the term was not long enough, and the attendance was not sufficiently distributed to cover the whole field, and inasmuch as the State had failed to do her part the Peabody trustees withdrew their support from the institutes in 1900. At the regular and more formal educational meetings the attendance was poor.

There were, however, signs of progress along certain lines. Special or single school districts were meeting with favor and were producing good results; a permissive law was passed in 1899 allowing county uniformity in textbooks, of which 43 counties availed themselves; the beginnings of school libraries were being laid—extra-legal perhaps, but nevertheless serving a useful purpose—while consolidation and transportation were more boldly discussed. The main features urged were the establishment of normal schools and the creation of the office of county superintendent.

ADMINISTRATIONS OF JOHN H. HINEMON (1902-1906) AND J. J. DOYNE (1906-1908).

The next superintendent was aggressive, progressive, and virile; he was not awed by opposition, did not truckle to popular prejudice, and assumed that the public-school system was a necessity and that its permanence was already assured, an assumption that had not always been evident in former reports. He argued aggressively that the constitutional tax limit should be raised from 2 mills to 5 and that it be extended in the districts from a maximum of 5 mills to 10, for "the highest rate now allowed by law is eagerly voted by the electors each year, but the result is wholly inadequate."

The people of Arkansas, whatever shortcomings they may show, have been thoroughly honest with themselves; they have never tried to deceive themselves; they are not in the habit of claiming that their system is better than it is or that it is better than that of other States; they have boldly and honestly sought to know the true situation, regardless of their relative rank; they have never comforted themselves with the flattering unctious that their system was already the best that could be devised and therefore needed no improvement. On the other hand, their educational leaders have called things by their true names; they have recognized their shortcomings, their blunders, their failures, their injustice to themselves, and with steadiness of purpose—sometimes exceedingly slow, it is true, but none the less sure—they have sought to amend the errors of earlier days and to lay broad and deep the foundations of a school system that shall grow and develop with the increasing strength and power of the State.

In the opening of his report Mr. Hinemon reviews the situation: In the biennial period from 1902 to 1904 the school population had increased by 22,065; the school property had increased in value by \$454,080; the amount paid to teachers had increased by \$167,997, and the average amount expended per child had increased from \$3.82 to \$4.33. But to the aggressive leaders of the State the situation was not satisfactory. Hon. W. H. Arnold, president of the Texarkana School Board, reviews the situation in a public address,

ch is reproduced in the superintendent's report. Mr. Arnold says part:

Arkansas must reclaim itself from the stigma upon its good name, and follow the of those who have turned on the light. We have tried the cheap, untrained teacher and have placed our State at the foot of the class of States. In the cause of education we stand at the bottom, or dangerously near, no matter how the States grouped or classified in respect to the length of school terms, the amount expended per pupil, average daily attendance, in salaries paid, and in providing the means of employing teachers. * * *

It is most singular that the subject of education is not receiving from public officials of the State and candidates for office that consideration its importance demands. On the other hand, it seems to have been a favorite diversion to boast of our free school system, to advise the masses that we are in the lead, that the public fund for school purposes now being collected is ample, and that anyone who would advise the contrary is a public enemy. Such boasts can be actuated only by the purest magogry or ignorance. The facts are to the contrary. We have nothing to boast but the opportunity for the greatest development and educational prosperity is at hand. * * *

It is a mistake to believe that the people are afraid of sufficient taxation to build our common schools, and those who invest their capital want to place it among frightened people and are willing to attribute [sic] their part of the burden. They realize that their investment will then be safe and fairly treated by the courts of the country, and the legislative and executive departments. Those who get the greatest benefit from school taxes pay the least taxes.

We need more money. We must not depend upon philanthropists to educate us. Millions are being donated year by year by those who have it to give away, but nothing is given to the indigent or slothful. We really do not need help, except from our own people, who are prosperous and amply able to give it. Let the facts be known and be honest, industrious people of this State will revolutionize our school system, and it is astonishing how few know our educational poverty. The greatest trouble has been the want of publicity. * * *

The western division of States are our strong competitors for first-class new settlers. The average salaries paid to teachers in those States is \$59.80 per month; in Arkansas, \$34.46. The average money spent per pupil is \$31.59 in those States; in Arkansas, \$7.41. The average number of days taught in those States, 143.9 days; in Arkansas, 91.5 days. * * *

The fact that the bar association of Arkansas, in discussing the lethargy of State development, attributed our backwardness to the inefficiency of our free school system, deserves unusual notice. If the system is inefficient, the whole State should be alarmed, because we rely almost exclusively upon our free schools to form the character of our children and fit them for the duties of life.

Our special school districts have been able to secure the passage of laws of great benefit, which are not enjoyed in other parts of the State. Why have those advantages been denied to the balance of the State, where the great majority of the school-population is to be found? ¹

¹ According to the Report of the State Superintendent for 1905-6 there were then special school districts as follows:

Number named.....	161
Number that made no report.....	43
Number reporting.....	118
Number of buildings.....	245
Value of buildings.....	\$1,912,300
Value of furniture, etc.....	\$144,955
Number of white teachers.....	906
Number of colored teachers.....	221
Number of white pupils enrolled.....	47,746
Number of colored pupils enrolled.....	14,957

It is not from design, but because no well-formulated plan has been presented with the necessary persistence to the legislature, or the people are not informed on public-school conditions. When one proposes a reform, he ought to lead the way. * * *

To secure an efficient school system we must have additional educated and trained teachers, longer school terms, better schoolhouses and apparatus, and get rid of the cheap teacher, but this requires more money. * * *

The highest rate now allowed by law is eagerly voted by the electors each year, but the result is wholly inadequate.

Should we not aspire at least to the average of other States? We must more than double our revenue to reach the average as to salaries paid, length of school term, and funds paid out per capita for each child attending school.

This address indicates that the people of the State were now coming to realize more clearly the school situation and to discuss its problems.

A State course of study was adopted by the legislature of 1903 and tended to unify teaching; the law for examining and licensing teaching was improved; institutes took the place of the earlier normal schools as far as possible, and the scope of their courses was broadening; the study of elementary agriculture was being discussed; the school term had increased from about 3 to a little more than 4 months. The State Teachers' Association said their needs were: County supervision, county and State normal schools, and more money to be obtained through a better assessment law.

During this administration the Louisiana Purchase Exposition was held at St. Louis, where a creditable exhibit of the educational work of Arkansas was made.

In 1904 a committee of 10 was appointed by the Arkansas Teachers' Association to consider the condition of the rural schools. In December, 1905, they made a sensible and virile report, in which it was pointed out that the main defects of the schools came through (1) a lack of revenue, which produced marked differences in the length of the school term; (2) a lack of efficiency through a useless multiplication of school districts. It recommended (1) a larger taxing unit, as the township instead of the school district; (2) a renewal or extension of the constitutional limit on the right of taxation; (3) consolidation and transportation.

In the report for 1905-6 the superintendent shows that there was in general a steady growth. During the two years covered there had been built 602 new schoolhouses, at a cost of \$766,683.39, while the amount paid for teachers' salaries had increased \$185,225.89, and the average expenditure per child had gone from \$4.33 to \$4.93. The decrease in length of school term from 93 to 81 days was due to the large sums spent in building and showed "the utter inadequacy of the present revenue."

Persistent discussion of the revenue problem at last brought reward. By a resolution of March 2, 1905, the assembly submitted a constitutional amendment to the people on the question of modifying the limitation on the voting of school taxes. The vote was taken in Sep-

tember, 1906, and resulted in 92,969 for amendment, with 47,368 against it. In 9 counties only was there a majority against the amendment; in some the majority in its favor was as 8 to 1.

In accord with the terms of this amendment the act of April 17, 1907, raised the limit of taxation for the State from 2 to 3 mills and for the districts from 5 to 7 mills.

Viewed chronologically the development of the taxing clause has been as follows:

1867. The law levied a 2-mill tax on whites.

1868. The constitution fixed no limit of taxation and included both races.

1874. The constitution fixed a limit of 2 mills for general taxation and 5 mills in the districts.

1907. The constitutional amendment raised these limits to 3 and 7 mills, respectively.

By act of May 14, 1907, the legislature made an initial appropriation of \$15,000 as a beginning of the much-hoped-for and long-delayed normal school. Its location was fixed at Conway, in Faulkner County. Building was begun. J. J. Doyne, sometime State superintendent, was elected president, and the first session opened September 21, 1908. The enrollment for the first term was 105. A faculty of eight was chosen, the foundations of a library laid, and a course covering four years outlined, in which pedagogy and practical instruction in agriculture were more particularly emphasized. The school received an offer of \$10,000 from the Peabody fund to assist in the organization of an agricultural high school. This was accepted by the legislature of 1909, and the fund was applied to the establishment of a model farm.

Another triumph won in the legislature of 1907 had been urged for years by the State superintendent and teachers. This was the law providing for a county superintendent. This office, although it existed before the Civil War, had fallen into disrepute during reconstruction days and was counted an unnecessary expense, and the county examiner was substituted. The provisions for this office were never satisfactory to the teachers. Important duties were assigned to the office by law, and all county examiners had to pass a preliminary test before appointment; but from "the papers of some appointees it may be readily concluded that the judges have not exercised prudence in naming persons for this office." The act of May 27, 1907, abolished the position of county examiner and created that of county superintendent in its place. The office is elective, and each county decides for itself for or against county supervision. No person is eligible who has not taught for at least 24 months in the county within the last 5 years and who does not hold a first-grade certificate or similar license. His duties are to hold quarterly examinations of

teachers, grant licenses, keep accounts with the districts, and record all contracts, furnish plans for new houses, keep records of sums voted for school purposes, approve warrants, receive reports, prepare courses of study, hold county and district institutes and a normal institute in April, May, and June, and make annual reports on the condition of schools. He must keep an office at the county seat and devote all of his time to school work. His salary ranges from \$600 to \$1,200, and is paid out of the county common school fund.

ADMINISTRATION OF GEORGE B. COOK, 1908 TO DATE.

Entering upon the work of numerous zealous and devoted predecessors, Mr. Cook found the condition of the public schools in Arkansas rapidly improving. He had the boldness to show the people, by means of graphic representation, where their State stood in comparison with others. Basing his graphs on the Report of the United States Commissioner of Education for 1906-7, he showed that Arkansas ranked as follows:

	Rank.
In school population.....	24
In the valuation of all property.....	31
In length of the school year.....	47
In amount raised per school capita.....	42
In number of teachers.....	23
In teachers' average monthly wages.....	23
In number of white, adult, native, male literates.....	38
In amount of school property.....	36
In school expenditures.....	29

He then presented statistics to show the progress of the year 1908 over 1907, which were extremely encouraging:

School statistics, 1907-8.

	1907	1908
School enumeration (6-21).....	533,556	544,519
Amount of State apportionment.....	\$677,707.00	\$1,018,250.33
Per capita apportionment.....	\$1.27	\$1.37
Total school expenditure, State and local, per capita for school population.....	\$4.52	\$4.64
Enrollment.....	340,183	360,054
Average daily attendance.....	220,621	233,670
New buildings.....	267	367
Cost.....	\$448,100.00	\$754,716.00
Total value buildings and sites.....	\$3,566,813.32	\$4,171,493.73
Total value of equipment.....	\$472,814.00	\$686,394.00

There was a change going on also, both in the character of the information imparted in the schools and the purposes for which that information was secured. Says the superintendent:

No longer are the public schools looked upon as merely the supply houses for stored book knowledge, *but these schools are expected to train the youth for citizenship and life work.*

At last the schools were beginning to make good; they were beginning to justify their right to exist; they were training for citizenship and life; and the people, who are quick to realize such things, were coming more fully and more cheerfully to their support.

This reflex was quickly shown in the available resources of the schools for 1909, which Mr. Cook reports as follows:

Summary of school statistics of Arkansas, 1909.

Assessed valuation of all property	\$327, 023, 552
Real estate.....	\$218, 424, 886
Personal property.....	108, 598, 666
Revenues for support of public schools, 1909.....	\$4, 363, 830. 37
Balance from 1908, to district accounts.....	\$1, 122, 425. 60
State apportionment, 1909.....	1, 014, 591. 76
Local taxation and other sources.....	2, 226, 813. 01
Expenditures for support of public schools for year ending June 30, 1909.....	\$3, 110, 164. 60
Balance on hand June 30, 1909.....	1, 253, 665. 77
Appropriations by general assembly for biennial term 1909-10:	
University of Arkansas.....	\$220, 915
Agricultural Experiment Station.....	39, 400
State Normal School.....	95, 900
Blind School.....	62, 040
Deaf-Mute School.....	130, 146
Reform School.....	26, 505
Branch Normal (colored).....	11, 600
Four agricultural schools.....	160, 000
Sources of school revenues:	
State—Three-mill tax. Interest on permanent school fund. Sale of sixteenth sections. Fines.	
Local—Seven-mill tax. Poll tax and penalties.	
Permanent school fund (3 per cent State bonds).....	\$1, 134, 500. 00
Total value of school property.....	\$6, 067, 342. 60
Number of school buildings.....	6, 008
Number of school buildings erected during 1909.....	299
Value of new buildings.....	\$452, 167. 30
School population (6 to 21).....	557, 468
Enrollment in the public schools.....	374, 154
Average daily attendance.....	243, 232
Enrollment in private and denominational schools.....	4, 619
Number of schools taught.....	7, 819
Number of days taught.....	768, 228
Average length of term (93.9 in 1908).....	98.2 days.
Number of teachers employed.....	9, 164
Number of institutes held.....	117
Number of teachers attending institutes.....	8, 965
Average monthly salary for teachers.....	\$55. 77

The heaven of years of agitation, the devotion of teachers and of enlightened citizens, the efforts of local school officers, the addresses and published articles of State superintendents now began to bear fruit in legislative action. The student of the future may yet pronounce the Arkansas Assembly of 1909 more enlightened and statesmanlike than any of its predecessors. It began consideration of problems of compulsory attendance, agricultural schools, and consolidation.

Two compulsory attendance acts were passed. The first, to be effective in 31 counties, provided that all children between 8 and 16 years of age should attend school "not less than one-half of the entire time" the public school was in session, unless equal instruction was provided elsewhere; children between 16 and 20 were subjected to similar requirements unless "actively and regularly and lawfully engaged in some useful employment or service." Children without sufficient clothing, or mentally or physically incapacitated, or further than $2\frac{1}{2}$ miles from the schoolhouse, or whose labor "is absolutely necessary for the support of the family," or who had completed the seventh grade, might be excused; but if unable to furnish themselves with books, they might be supplied by the school board. Truant officers with necessary authority were to be appointed, and cities of over 10,000 might establish truant schools. No pupil within the prescribed age limits was to be employed, under penalty of fine, during school hours in any business or other enterprise without a certificate that the law had been complied with. Forty-three counties were exempted from this act.

A similar act was made to apply to nine counties, including four exempted from the first law. The second act was essentially the same as the first, except that the limit was 8 to 14 years instead of 8 to 16; children 14 to 16 must be sent to school if not regularly employed, while those from 16 to 20 are not mentioned, and it was required that the eighth grade be finished before exemption rather than the seventh.

Two acts were passed in regard to agriculture which must be of far-reaching significance. One of these required the teaching of elementary agriculture and horticulture in the schools. The other showed that the legislators who made this requirement were not ignorant of the obligations it placed on the teachers, for the sum of \$160,000 was provided for the establishment and maintenance of four "public schools," in which there were to be taught agriculture, horticulture, and textile manufacturing.

The beginning of consolidation of rural schools was provided for by an act which allows the patrons of any rural territory to petition the county court for the organization of a special or single school district having all the rights and privileges previously allowed only to schools in incorporated towns and cities.

The assembly of 1911, like that of 1909, was a very progressive body. Supt. Cook says "it will be regarded as the great educational legislature." It passed no less than 13 general, progressive, and constructive educational acts. The more important of these were directed toward consolidation, compulsory attendance, the creation of high schools, and of a State board of education.

The consolidation act provided that any two or more districts might vote on the question, and, if the proposal carry, the consolidated school district was endowed with the powers belonging to the special school district so far as they were applicable. The directors had the right to borrow money, if authorized to do so by special vote, and might provide transportation for pupils when advisable.

An act of April 7, 1911, provided for the election of directors in the special or single school districts organized under the act of 1909, recognized them as rural special school districts, and gave authority to vote to borrow money for building purposes.

A new compulsory attendance law reenacted the law of 1909 with certain modifications, including the omission of the sections regulating the employment of children of school age in business occupations during school hours. Forty-one counties were excepted from the provisions of this act.

The county superintendent's act was so amended as to require him to conduct a five days' institute in June, instead of the longer institute from April to June, and there was a small increase in salary.

Another act provided for the distribution of three-fourths of the money annually received from the Federal Government on account of the forest reserves of the State for the use of the public schools of the respective counties.

Chapter 431 creates a State board of education. It is composed of the State superintendent of public instruction and one member from each congressional district to be appointed by the governor. They were to have the management and investment of the common school fund (permanent school fund); they were to recover by process of law all moneys due the fund; they were also to control the chartering of all educational institutions; regulate them, and, if need be, revoke charters; to grant State license; and have general supervision of the public schools of the State, elementary, graded, and high; but they can not control textbooks. Prof. B. W. Torreyson has been made secretary.

This assembly also took up the question of public high schools. Up to 1911 no particular attention had been given to and no provision made for that part of the school population. At first the high school had not been considered even a part of the public school system; later this idea was outgrown and it was recognized that the directors acting under the original school law of 1869 had power to

establish primary or "other schools of a higher grade or grades." But since the law used the term as synonymous with graded schools, its real purpose was obscure and such high schools as were organized owed their existence to local initiative and not to the legal and formal encouragement of the State.

In an address delivered in 1899 Prof. J. H. Reynolds says:

Perhaps there are a half dozen real high schools in our cities of the first class, while there are quite a number of would-be high schools struggling for existence in our towns. * * * Excellent as are some of these schools, they are few, and the great mass of the people remain untouched by the high school.

It seems that at that time only the special school districts had so much as the legal right to tax themselves for the support of such schools. The result of this neglect was the following showing for high schools in 1910-11:

Number of four-year high schools reporting.....	31
Number of three-year high schools reporting.....	48
Number of two-year high schools reporting.....	31
Total.....	110
Number employing 4 or more teachers.....	15
Number employing 3 or more teachers.....	20
Number employing 2 or more teachers.....	43
Number employing 1 or more teachers.....	32
Teachers giving all time to high-school work.....	174
Teachers giving part time to high-school work.....	79
Number of weeks in school term in—	
One school.....	12
Two schools.....	24
Eleven schools.....	28
Forty-five schools.....	33
Fifty-eight schools.....	36
Two schools.....	38
Number of pupils enrolled.....	5,914
Number graduating—	
On 14-unit basis.....	348
On 12-unit basis.....	252

These figures include all schools offering three and four years of high-school work, and with one or two exceptions all of those offering two. A few of those offering four years were not provided with teaching force and equipment for more than three years, while a large per cent of those offering three years could not teach effectively over two years of high-school work. Further, about two-thirds of those enrolled in the four-year schools were located in nine of the larger towns, while practically none of the strong schools offering four-year courses got pupils from the rural districts. This meant

that the rural districts were practically without high-school advantages.¹

This state of affairs was one of the first things to attract the attention of the Arkansas education commission. They made a careful study of the situation, gathered the experiences of other States, and published a vigorous bulletin in which they say:

Arkansas has no sufficient law governing high schools, has never dealt seriously with the problem, and as a result has but few high schools.

The public high school is essential to the life of the public school system. It is democratic; it is the college of the people; it makes for economic efficiency. It multiplies the productive power of the people and prepares its students for a better solution of the most important meat and bread problem. It transforms the community into a center of culture and refinement and raises intellectual and moral standards. It prepares for citizenship and is the key to the solution of the rural school question. It vitalizes the country school by setting before them a high standard of efficiency and by providing for them well-trained teachers. It, with other factors, promises to make country life more attractive and to stop the flow of population to the cities.²

The result of this agitation was the law of 1911, which provides for (Act No. 328) a State high-school board, consisting of the superintendent of public instruction, the president of the University of Arkansas, and a city school superintendent or high-school principal, to be chosen by the governor. Its main duty was to classify the high schools and establish a normal department in those having a four-year course; on the organization of a State board of education its authority and duties were to be transferred to the new organization.

All pupils of high-school age and all common-school teachers of any age may take advantage of the high-school courses in their own county without cost. Students from counties without high schools may have these advantages by payment of a small fee, which is to come out of the common-school fund of the district to which they belong.

Under the law no State aid can be given to high schools in towns with over 3,500 population, or with fewer than 25 high-school pupils, and in case of rural schools, 15 pupils. State funds can be used for teachers only and may be granted only where an equal amount is raised by the local district, and no school may receive more than \$1,000 per year for high-school development and normal training.

For the high schools \$40,000 was appropriated, and for normal training in the high schools, \$10,000.

This act became a law May 30, 1911. It is as yet too early to obtain much in the way of significant statistics, but Prof. Torreyson, who has accomplished much in correlating courses and in unifying

¹ See report in Arkansas School Journal by Prof. B. W. Torreyson; Bulletin No. 2 of the Arkansas Education Commission, and State Supt. Cook's Report for 1909-10, pp. 14-15.

² Arkansas Education Commission: State aid to high schools, Bulletin No. 2.

systems, summarizes, in the Arkansas School Journal for March, 1912, the results at the end of the first session, as follows:

The last legislature authorized an apportionment of \$50,000 a year from the school funds to be applied by the State board of education in aiding high schools, provided the high schools met the requirements of the State board and opened their doors without tuition to all pupils of the respective counties and to all public-school teachers.

Aid has been granted this school year to 11 high schools to establish normal-training departments; to 19 four-year schools, to 26 three-year schools, and to 38 two-year schools; 94 in all. The total enrollment in the State high schools at the close of the first term was 6,325, of whom 1,174 were pupils from outside the districts and 315 are taking the normal-training courses preparatory to becoming teachers.

There are 62 district high schools in addition to the 94 State high schools. The total high-school enrollment for last year was 6,482, whereas the enrollment for this year is more than one-third greater, and there are nearly as many pupils in the State high schools as attended all high schools last year.

In order that the schools might meet the requirements, \$30,000 in property has been donated to the schools this school year and \$24,070 contributed to the school funds in money by the individuals. Again, the schools have been thus stimulated to expend in laboratory equipment and libraries \$12,411.

The tuition of the 1,174 outside pupils who are being given high-school advantages would amount to more than the total portion of the State aid fund which would have come from the common-school districts, thus giving to them without direct cost the advantages of 315 persons professionally prepared for teaching.

State aid has within one term strengthened the entire school system, placed standard high schools in many small communities, brought high-school advantages within the reach of nearly every pupil in the State, caused donations in money and property greater than the total amount of the State aid apportioned, the high-school enrollment has been increased one-third, a fixed standard has thus been established for the first time for the completion of the common-school course, and a decided advance has been made, through the normal departments in the aided high schools, in solving the problem of supplying trained teachers for rural schools.

Statistically expressed, these figures are as follows:

Number of schools giving normal training.....	11
Number four-year schools.....	19
Number three-year schools.....	26
Number two-year schools.....	38
Total number schools.....	94
Total enrollment.....	6,325
Number pupils enrolled from outside districts.....	1,174
Number normal-training students.....	315
Amount expended for laboratory equipment (44 schools).....	\$10,010
Amount expended for library equipment (52 schools).....	\$2,401
Value of property donated to districts.....	\$30,500
Amount donated for maintenance, etc.....	\$24,070
Total amount expended to meet requirements.....	\$66,981
Total enrollment in all high schools last year.....	6,482
Enrollment, 50 district high schools out of 62.....	2,480
Enrollment, State high schools.....	6,325
<hr/>	
Estimated total enrollment.....	8,811
Estimated increase this year.....	2,329
Percentage of increase.....	35.9

The teachers' association has taken up the question of the articulation of the State high schools with the higher institutions, and at their annual meeting in December last recommended:

(a) That the high-school course should include a greater number of subjects than at present, but that the individual pupil should not be required to carry so many studies.

(b) That the quantitative requirement for graduation should be 15 units instead of 16.

(c) That every high-school course should include 3 units in English, 1 unit of social science, including history, and 1 of natural science.

(d) That every high-school course should include two majors of those [three?] units each, one of which should be English, and at least two minors of 2 units each.

(e) The requirement in mathematics and foreign language should not exceed 2 units in mathematics and 2 units of language other than English.

(f) Of the total of 15 units, not less than 11 should consist of English, foreign language, mathematics, social science, including history, natural science, or other work conducted by recitations and home study.

(g) The other 4 units should be left for additional academic work or for work in mechanical arts, household science, commercial work, or such other work as the needs of the student seem to require.

(h) That colleges be urged to adopt these standards for admission of secondary students to college.

(i) The practice of admitting students to college loaded with conditions which they are required to work off while carrying a college course is not approved.

The teachers, recognizing further the principle that the educational efficiency of the State is measured by the average efficiency of the whole teaching force, are doing everything possible to advance and develop the normal and educational training schools, and by analogy applying the same reasoning to the general affairs of life, declare that:

Without in any way desiring to weaken the old courses of study which have for their purpose the giving of culture to the individual, this association indorses the movement to make both the elementary and high-school courses in our schools more democratic by the introduction of agriculture, manual training, home economics, training in commercial transactions, and the establishment of pupils' savings banks and teaching of current history, in order to prepare pupils to meet existing commercial and industrial conditions and correlate the school with life.¹

¹ Proceedings, Arkansas Teachers' Association, 1911, pp. 27-28.

CHAPTER VIII.

THE ORGANIZATION OF CITY SCHOOL SYSTEMS.

It is a commonplace of history that the cities during the middle ages, just as they had been in the time of the ancient world, were the centers from which came progress and liberty. While the country districts were besotted with ignorance and were almost helpless to improve themselves, the cities in both the ancient and medieval world were growing rich through trade and commerce. As they grew stronger, became more acquainted, worked out a better organization through their guilds and felt the power that comes from union, they began to make more and greater demands on their overlord. He, seeing their growing wealth and conscious power, was generally ready to compound the service he demanded for money and instead of annual payments was sometimes willing to accept a lump payment and give a promise under oath to lighten their particular burdens in the future. Oftentimes the overlord forgot to keep his promises; frequently he would fulfill them only under the pressure of armed force; but taking one generation with another there was a general leveling up, and, the cities leading, there was progress toward intelligence and liberty.

It was so in the development of public schools in Arkansas. The earliest progress was made in the cities; from these centers of school industry it is permeating the State.

The first city school systems in Arkansas were organized under the act of February 4, 1869. This act provided that any incorporated city or town, and the territory annexed for school purposes, might be organized as a single school district by calling a special election and choosing 6 directors. The duties of these directors were defined. They were to decide the number of primary and higher schools needed; fix the salary of teachers and the number of months the schools were to be taught, which was to be "not less than 3 nor more than 10 months;" estimate the amount of all other expenses and, after deducting what was due the district from the State apportionment and from invested funds, levy a tax to cover the remainder. Mindful of the disordered state of finances at that time, the law wisely provided that "cash or United States currency only" should be received in payment of this school tax. The law was even retroactive to the extent of providing that all districts organizing prior to March 1, 1869, might collect this tax for the school year 1868-69.

Provision was also made for consolidation when the majority of voters of any contiguous territory and the board of directors of the single district should so petition. Like other schools, the single district school was under the general direction of the State and circuit superintendents, and this excellent law, with slight modifications, is the basis of the city school systems of the present time.

LITTLE ROCK SCHOOLS.

The law was passed February 4, 1869; the first system to be organized was that of Little Rock, whose school board was organized on February 17, 1869. Twenty teachers were elected in July, assigned to 10 different buildings, and the schools were opened September 27, 1869.

Says Supt. Rightsell, in the survey given in his report for 1886-87, pages 10-11:

Your honorable president [Frederick Kramer], who has held this same important position on your board since December 25, 1869, and who was also a member of the first board, can doubtless call to mind the poor accommodations that could at that time be secured for the children of the district. The demand was so great and the supply of suitable places of necessity so scanty that the board was compelled to accept almost any kind of a building. Halls, old dwellings, and vacant rooms over business houses were rented and made as comfortable and convenient as it was possible to make them. It was no little task for the members of the board to provide even these meager school accommodations for the number of children who were asking for admission.

It was thus the schools began. The first printed report is that for the year 1871-72. J. R. Rightsell was superintendent. The school census was 4,959; the number of school sittings, 1,316; the enrollment, 1,650; the whole number of teachers employed was 23, and the average number of pupils per teacher was 56.3. The pressure for more space was met so far as possible by constructing cheap additions to the old buildings. But although seriously handicapped the schools moved on with a fair degree of success, the school warrants being worth as much as 85 cents on the dollar; but January 19, 1874, the State supreme court rendered a decision making State scrip receivable for the special school tax. This decision at one stroke reduced the school revenues to one-third of their former value. Since the school board could no longer maintain the schools for the usual time, the \$2,000 which they had received annually from the Peabody fund was temporarily withdrawn; but the board was required to keep the schools open for three months or lose their share of the State apportionment. To pile Ossa on Pelion, while the board was looking these difficulties in the face they lost the first ward building, the finest school building in the State, by fire. It was new and had cost \$22,000; and the \$5,000 insurance carried proved worthless.

The head of the school board was Frederick Kramer, who had served in that position since Christmas, 1869. The story of the next 12 months is an heroic record. The superintendent was dispensed with, salaries were cut, expenses were curtailed, warrants were sold for 33 $\frac{1}{4}$ cents on the dollar, and the schools were kept open the minimum time required. The same course was pursued in 1875-76, a member of the board giving a part of his time to supervision without pay. By the strictest economy the financial storm was weathered and with the returning stability in political affairs which followed the adoption of the constitution of 1874, and with growing prosperity the warrants of the board and State scrip rose nearer par, the debts were paid, lost ground was recovered, and by 1876-77 the schools were again prepared to move forward. They were now open 9 months, the salaries of teachers were being gradually raised, and the Peabody fund renewed its contribution. The expenses for 1876-77 were \$12,067.65 for all purposes.

The schools of Little Rock have been singularly blessed in the continuity of their management. For the first few years they were under the direction of J. R. Rightsell as superintendent. Then came J. M. Fish, who served 1876-1882, and then Mr. Rightsell again took charge and served continuously until July 1, 1905, when he was succeeded by Prof. B. W. Torreyson. It was thus possible to organize the schools in accord with certain well-defined ideas and to follow these lines to their logical conclusion.

From the small beginnings of 1869 and the early seventies we find the schools developing, in 1890-91 to an enrollment of 4,255 pupils in a school population of 8,737; the sittings had increased to 3,564; there were 60 teachers who received salaries aggregating \$34,462.28; the total school expenditure for the year, including payments for real estate, was \$64,771.24; and the school property was valued at \$258,000. The character of the school buildings was steadily improving. In 1893-94 the total seating capacity had increased to 4,725, while school property was worth \$321,650. At this time the course of study was revised, extended, and made to fit the new conditions.

In 1896-97 the census was 9,517; the enrollment 5,063; there were 78 teachers, who were paid \$47,997.33. The total cost per pupil on the basis of attendance was \$15.63 and on enrollment \$11.60. The school property had increased in value to \$314,756.53. The number of sittings at the command of the school board was now more than equal to the space demanded by pupils in attendance, for within the last 11 years there had been 6 brick buildings erected, with many modern improvements and giving 52 new rooms in all.

The last annual report seen is that for 1905-6. The school enrollment was 5,872. There were 9 buildings for whites, with 64 rooms

for the grades, and 4 for negroes, with 23 rooms for the grades. The high schools had now been more clearly differentiated from the grade schools. Normal training, sewing, and cooking had been introduced. The required high-school work, covering four years, is divided into classical, modern languages, arts, engineering, science, and normal training courses. The receipts for the year from all sources were \$216,027.53; the disbursements \$222,842.42, including \$64,742.80 for teachers and \$62,549.51 for new buildings, but as the receipts included two loans aggregating \$105,952.80, we may assume the normal income to be about \$110,000.

FORT SMITH SCHOOLS.

The city of Fort Smith has been particularly fortunate in the matter of its public schools. Under act of Congress of May 13, 1884, it received a gift of the Government reservation there which was to be held in trust for the benefit of the public schools. The reservation contained about 280 acres; it was surveyed and plotted and a part sold at public auction. The funds have been restricted to the purchase of school sites and the erection and maintenance of school buildings. Between 1884 and 1894 there had been received the sum of \$333,662.25. In 1908 the schools owned buildings and sites worth about \$350,000; real estate mortgages, \$75,000, and 250 school lots worth about \$200,000. The disposition and care of these funds is safeguarded by the Federal law under which they were donated to the city, but that law undertakes no administration of the schools, which were left entirely under local control. The schools date from a time not long subsequent to the Civil War. They were first under the administration of Miss Emma Wheatley, by whom they were thoroughly graded; then came N. P. Gates as superintendent, and then J. L. Holloway. In 1888-89 they made use of 5 buildings in all, including the high school; the enumeration was 2,727; the enrollment, 1,975, with 2,060 sittings; there were 28 teachers, drawing more than \$17,000 in salaries, with school property worth \$600,000. In 1889-90 the city found it necessary to levy only a 2-mill local tax. In 1890-91 they report more than \$226,000 loaned at 8 per cent, with an income of more than \$18,000 from invested funds, and it was estimated that the income on a 3-mill tax would give them 6 additional teachers. There was still some opposition to the high school on the ground that this was not intended by the law, but this opposition seems not to have been serious. The directors triumphantly point out that during the administration of Supt. Holloway, who was then in office, the schools had grown from 26 teachers to 48 teachers, and from 1,500 to over 2,100 pupils. By 1897 a fine new high-school building had been erected. While the census was then 3,969, the enrollment had reached 2,350; there were now 8

school buildings instead of 5; the salaries aggregated \$33,519, and the total disbursements \$39,243.

Prof. B. W. Torreyson was superintendent from 1902 to 1905. In this time another large ward school of modern type was erected for white children. The number of children enrolled and the number of teachers employed was largely increased. A populous suburb with its school was added to the city system.

In 1910-11 J. W. Kuykendall was superintendent; 10 school buildings were occupied and 104 teachers were employed.

HOT SPRINGS SCHOOLS.

The Hot Springs special school district was created and organized in 1881. During the first six years the schools were without a superintendent except for a single year, but from a badly graded and poorly organized system they had developed by 1887 to a prosperous and efficient condition. They owned property worth \$18,500. Five buildings were used, including the high-school, with 18 teachers; the enrollment was 1,136 and the average attendance 809; \$10,530 was paid in salaries and of the 5-mill tax, 3 mills went to salaries and 2 mills to the building fund. In 1891-92 the superintendent was George B. Cook, now State superintendent. A new central building, erected at a cost of \$15,000, was both handsome and comfortable; the school property was worth \$41,800. In 1893 the schools received a diploma for their exhibit at the World's Fair. In 1906-7 Mr. Cook, who was still superintendent, reported 7 school buildings in use, with 54 teachers. In 1905-6 the school census was 5,398 and the enrollment 2,354. This was 972 less than the previous year, for a disastrous fire in February, 1905, had deprived them of 14 school-rooms and reduced their sittings from 2,531 to 1,823. The school term was 9 months in length.

Extensive public school systems have been organized in other cities and their administration is bringing power to the communities in which they are. The Eureka schools were organized in 1880. Those of Helena go back to 1867. Pine Bluff's go back to 1882 or earlier. In 1896-97 their total expense was \$23,655.27, of which \$14,753.61 went for salaries. There was an enrollment of 1,893 out of 3,495; the school property was worth \$56,000. Van Buren, Fayetteville, and other towns have flourishing systems, and as the advantages of their peculiar organization become more apparent the smaller towns and the rural districts follow suit by organizing themselves into special school districts.¹

¹ See a list of the older town and city systems given in Shinn's History of Education in Arkansas, pp. 58-61.

CHAPTER IX.

THE ORIGIN AND HISTORY OF THE PERMANENT SCHOOL FUND.

The permanent school fund of Arkansas, of which the principal is now something over \$1,135,000, invested in Arkansas 3 per cent 30-year funding bonds due in 1929, has had an extended and varied history. It seems desirable to give a brief summary of the fortunes of these funds as illustrative both of the folly and wisdom of the people—folly when we consider how largely the resources of the earlier days were squandered; wisdom when we think of the generous devotion with which the present generation has sought to correct the mistakes and repair the losses of earlier days.

The present permanent school fund is made up of (1) the sixteenth-section fund, (2) the seminary fund, (3) the saline fund, and (4) the permanent school fund in the narrower sense, which in recent years has absorbed the earlier funds and given its name to the whole.

THE SIXTEENTH SECTION FUND.

The oldest of these funds is the sixteenth-section fund, which is even older than the State itself, for it dates from the Ordinance of 1787 and came into Arkansas with the organization of the Territory, March 2, 1819. In Chapter III it has been shown how a large part of these sixteenth-section lands were lost, directly or indirectly, to the school funds; how the land, under the Federal law, was the property of the separate townships and not of the State as a whole; how the townships sold much of their land and took notes in payment, on which, for one cause or another, for reason or without reason, by chicanery, fraud, misfortune, or otherwise, little or nothing was realized; how in the days immediately preceding the Civil War some of the counties had no school funds, while at least 27 had school funds, some being of respectable size. These funds were left in the counties or in the townships and were invested locally and as separate units in each county. Later they were held by the State and invested as a whole, each county being credited with the income in proportion to its share of the principal. Much of these funds was swept away by the Civil War, and by the act of March 1, 1867, the interest January 1, 1862, to January 1, 1866, due to the school funds was remitted to the debtors.

As has been seen, the law of March 21, 1862, had forbidden the further sale of sixteenth-section lands. Little or nothing seems to have been done in the premises till the act of March 22, 1881, which provided that on petition of a majority of the male inhabitants of a township the school lands might be offered for sale. The collector was to have the lands appraised at a fair valuation, advertise and sell by subdivisions at not less than three-fourths of its appraised value, for one-fourth cash and one, two, and three years' time, with the land as its own security. The county treasurer was to loan the township funds and give the township the proper credit.

This law does not seem to have given satisfaction or the public conscience was being quickened, for the general assembly of 1885 appointed a committee "to examine the books of the commissioner of lands * * * to ascertain what has become of the funds arising from the sixteenth-section school lands." The substance of their report to the assembly is given herewith. After reviewing the effects of the act of March 22, 1881, to provide for the sale of sixteenth-section lands, they show that in accord with the terms of that act the "books, maps, surveys, papers, and evidence of debt pertaining to the sixteenth section in the several counties" had been turned over to the county clerks of the several counties and put into the hands of prosecuting attorneys for collection. The committee say:

The record * * * shows that these notes and claims were turned over to the several prosecuting attorneys in 1875, nearly 10 years ago, and further shows that only one of them * * * has ever made any collections on any of these notes or claims so placed in their hands in 1875, which to your committee is a good and sufficient reason why some other measure should be adopted looking to the collection of these claims. * * *

Suits were instituted on a large number of these claims in the Pulaski chancery court, and many of them disposed of. * * *

From the foregoing it will be seen that according to the record of school claims referred for collection in the office of the commissioner of State lands there are claims and notes due the school fund arising from the sale of the sixteenth section as follows:

In the hands of prosecuting attorneys.	\$221, 621. 06
In commissioner's office	51, 769. 09
Referred to attorney general for collection.	121, 240. 56
Referred for collection, but of which no mention is made of disposition.	153, 473. 91
Amounting in the aggregate to.	548, 104. 62

These notes and claims bear dates all along from 1846 to 1862, and judging from those that we examined, now in the office of the commissioner of State lands, we think it safe to say that the major part of these obligations are for the loans of the funds arising from the sales of the sixteenth sections, and not for the purchase of said lands. If, as we believe, this be true, the statute of limitation can be pleaded and bar the collection of an amount of money due the school fund that is truly appalling in its magnitude.¹

¹ Superintendent's report for 1895-96, pp. 331-333, quoted from House Jour., 1885, pp. 897 et seq.

A bill was thereupon introduced which became the law of 1885, providing that the majority of the inhabitants of any congressional township might petition for the sale of their sixteenth-section lands. The collector was then to divide this land into 40-acre tracts, appraise, advertise, and sell at not less than three-fourths of appraised valuation and at not less than \$1.25 per acre at public auction *for cash*. The funds received were to be paid into the State treasury and invested in United States or Arkansas bonds, the interest to be placed to the credit of the respective counties and by them to the townships owning the sections in accordance with the congressional act of donation.

The successive balances as reported by the auditor and treasurer were:

Sixteenth section fund:

Balance on hand October 1, 1886.....	¹ \$71, 552. 05
Balance on hand October 1, 1888.....	² 194, 035. 01
Balance on hand October 1, 1890.....	³ 285, 963. 56
Balance on hand October 1, 1892.....	⁴ 359, 202. 41
Balance on hand October 1, 1894.....	⁵ 410, 581. 71
Balance on hand October 1, 1896.....	⁶ 460, 492. 00

By resolution of March 26, 1895, the State asked Congress so to modify the original terms of acceptance of the sixteenth section grant that the interest, instead of being distributed to the townships owning the lands, might be distributed according to school population. This modification was granted by chapter 54, 55th Cong., 2d sess. (Mar. 8, 1898), and in accord with this Federal law under a State act of May 8, 1899, the State auditor transferred the whole to the permanent school fund and so closed the sixteenth section fund. The amount thus transferred was \$649,700, made up as follows:

Balance on hand Oct. 1, 1898:

Cash.....	\$28, 157. 98
Six per cent funding bonds.....	113, 000. 00
Six per cent funding bonds coupons.....	140, 328. 51
Six per cent Loughborough bonds.....	225, 000. 00
	<hr/> \$506, 486. 49

¹ No balance was brought over under this heading from 1884. The "sixteenth section fund" heading does not appear there. Such of the sixteenth section funds as survived from an earlier period are carried under other heads.

² This includes \$136,000 in 6 per cent 30-year Loughborough bonds, issue of 1875, received in exchange for 6 per cent funding bonds and coupons in part and \$25,000 in 6 per cent funding bonds. This exchange was made under an act of 1887, chap. 146, which authorized the exchange of common-school funds for State bonds, on which the State was to pay interest from the day of sale. Some were bought at a large discount.

³ This includes \$225,000 in Loughborough bonds, issue of 1875.

⁴ This includes \$225,000 in Loughborough bonds, issue of 1875, and \$33,000 in 6 per cent funding bonds.

⁵ This includes \$225,000 in Loughborough bonds, issue of 1875, and \$82,000 in 6 per cent funding bonds.

⁶ This includes \$225,000 in Loughborough bonds, issue of 1875; the interest was due on \$136,000 from July 1, 1887, and on \$99,000 from Jan. 1, 1889. The interest on the \$82,000 of 6 per cent funding bonds (\$48,000, series of 1890; \$34,000, series of 1870) was due from July 1, 1872.

Balance on hand Jan. 18, 1899:

Cash.....	\$30,235.74
Six per cent funding bonds.....	115,000.00
Six per cent funding bonds coupons due.....	106,350.00
Loughborough bonds.....	225,000.00
	<hr/> \$476,585.74

Received Jan. 19–Oct. 1, 1899:

Cash.....	7,641.86
Six per cent funding bonds.....	4,000.00
Six per cent funding bonds coupons due.....	45,360.00
Loughborough bonds coupons due.....	153,990.00
	<hr/> 210,991.86

Balance on hand Jan. 18, 1899..... 476,585.74

Received Jan. 19–Oct. 1, 1899..... 210,991.86

687,577.60

Miscellaneous expenditures:

Jan. 19–Oct. 1, 1899, as per treasurer's report..... 14,400.43

673,177.17

Cash invested in three-per cent 30-year funding bonds in accord with section 6 of the funding act of May 8, 1899.....

23,477.17

649,700.00

Turned over to the permanent school fund on Oct. 1, 1899, in accord with the act of May 8, 1899, and sixteenth section fund closed¹.....

649,700.00

Since the date of transfer, all the funds arising from the sale of sixteenth-section lands have been paid into the treasury as a part of "the 'common-school fund' arising from the present 2-mill State levy and subject to the same distribution among the school districts of the State."²

The sums thus paid into the common-school fund and distributed annually to the schools as part of that fund since May 8, 1899, as seen from the auditor's report were as follows:

Year ending Oct. 1, 1900.....	\$97,236.70
Year ending Oct. 1, 1902.....	149,800.34
Year ending Oct. 1, 1904.....	130,058.81
Year ending Oct. 1, 1906.....	101,814.30
Year ending Oct. 1, 1908.....	93,639.68
Year ending Oct. 1, 1910.....	95,646.05
Year ending Oct. 1, 1912.....	36,273.88

Acres of sixteenth-section lands sold to Oct. 6, 1904, about 63,793.57

It would seem that the act of the legislature of 1899 in distributing for immediate use all funds arising from the sale of sixteenth-section lands, while in accord with the recent act of Congress, is contrary to the original idea on which these lands were granted to the States.

¹ See Treasurer's Report, 1899–1900, pp. 30–34. The item of \$23,477.17 cash, invested in funding bonds as above was made into a special sinking fund to redeem the valid scrip and treasurer's certificates then outstanding. The funding bonds received in exchange were to become a part of the permanent school fund. See chap. 148, sec. 6, laws of 1899.

² Laws of 1899, p. 293–95.

That idea looked to them as the beginning of a permanent school fund, of which only the income was to be used. Indeed, this principle is still recognized by the State, for the Digest of School Laws, published in 1910, thus defines the permanent school fund, which is called officially the common-school fund, as consisting of—

the proceeds of all lands that have been, or hereafter may be, granted by the United States to this State, and not otherwise appropriated by the United States or this State; also all moneys, stocks, bonds, lands, and other property now belonging to any fund for purposes of education; also the net proceeds of all sales of lands and other property and effects that may accrue to this State by escheat, or from sales of estrays, or from unclaimed dividends, or distributive shares of the estates of deceased persons; also any proceeds of the sale of public lands which may have been, or may be hereafter, paid over to the State (Congress consenting); also ten per cent of the net proceeds of the sales of all State land, and it shall be the duty of the State treasurer to set aside this ten per cent to the credit of the *common school fund* when he receives the proceeds of this sale from the State land commissioner; also all the grants, gifts, or devises that have been or hereafter may be made to this State, and not otherwise appropriated by the tenure of the grant, gift, or devise, *shall be securely invested and sacredly preserved as a public-school fund* that shall be designated as the common-school fund of the State and which shall be the common property of the State, except the proceeds arising from the sale or lease of the sixteenth section * * *.

The principal arising from the sale of the sixteenth section of land shall never be apportioned or used.¹

THE SEMINARY FUND.

The next oldest of these funds is the seminary fund, which dates from March 2, 1827, when two townships were given to the Territory by Congress "for the support and use of an university." The Territorial governor was given power to sell some of these lands and apply the proceeds to the buildings of the proposed university, but nothing seems to have been done. In 1836 the assembly was given by Congress entire control over the seminary lands. Some of the lands were sold and the proceeds made a part of the capital of the Bank of the State of Arkansas as a privileged fund, not responsible for its debts but to be credited with its earnings. The sums thus received and invested according to the auditor's reports were as follows:

Balance on hand Nov. 1, 1837:

Cash ²	\$96. 30
Notes.....	2, 028. 23

Balance on hand Oct. 1, 1840:

Cash ²	1, 215. 92
Notes.....	1, 802. 73

Balance on hand Oct. 1, 1842:

Cash ²	2, 188. 41
Notes.....	29, 269. 53

¹ Sections 7486 and 7488 of Kirby's Digest, reprinted as a part of the Digest of School Laws, 1910.

² See note 1, p. 98.

Balance on hand Oct. 1, 1844:

In State Bank ¹	\$2, 188. 41
Notes.....	29, 269. 53

Balance on hand Oct. 1, 1846:

In State Bank ¹	2, 188. 41
Notes.....	39, 384. 23

In 1846 Congress at the request of the assembly gave its consent to the application of the seminary fund to the use of the common schools. A fund was again accumulating, but such parts of this fund as were loaned on notes with personal security were often lost, and much land was lost by the failure of buyers and their securities. Desiring to change the plan of investment the assembly, by act of January 5, 1849, provided for semiannual distributions to the counties on the basis of the school census. The funds thus distributed were to be invested by the respective counties and to remain a perpetual fund.

The receipt and distribution of moneys of the seminary fund under the law of 1849 was as follows (see auditor's and treasurer's reports):

Balance on hand Oct. 1, 1848:

Specie ²	\$5, 392. 47
Notes.....	40, 624. 54
Received during two years, Oct. 1, 1848, to Oct. 1, 1850, in specie....	16, 550. 72

Distributed (i. e., apportioned) during this period as follows:

June 30, 1849.....	\$12, 418. 76
Dec. 31, 1849.....	2, 866. 36
June 30, 1850.....	5, 707. 26
Total distributed (i. e., apportioned).....	20, 992. 38
Paid over to the counties.....	7, 592. 09

Balance on hand Oct. 1, 1850..... 13, 400. 29

Apportioned:

Jan. 1, 1851.....	\$3, 036. 21
July 1, 1851.....	4, 575. 06
Jan. 1, 1852.....	3, 001. 00
July 1, 1852.....	2, 164. 36
	12, 776. 63

Total amount apportioned, including balance on hand Oct. 1, 1850.....

	26, 176. 92
--	-------------

Amount paid over to the counties.....	17, 105. 84
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Balance on hand Oct. 1, 1852..... 9, 071. 06

Apportioned:

Jan. 1, 1853.....	\$1, 289. 07
July 1, 1853.....	3, 825. 86
Jan. 1, 1854.....	4, 132. 46
July 1, 1854.....	2, 213. 60
	11, 460. 99

¹ These are the sums which were reported under these dates as a part of the capital of the Bank of the State of Arkansas; the last being the results of additions and the 10 per cent dividend declared by the bank seems to represent the total amount lost by the seminary fund in the collapse of the bank. After 1846 it ceased to be carried as an asset of the fund.

² Senate Journal, 1848, p. 250, makes this item \$6,583.94.

Amount apportioned for two years ending Sept. 30, 1854, including the balance on hand Oct. 1, 1852. \$20,532.07
Of the above there was paid over to the counties. 13,578.15

Balance on hand Oct. 1, 1854. 6,953.92

Apportioned:

Jan. 1, 1855. \$1,847.56
July 1, 1855. 1,010.99
Jan. 1, 1856. 1,817.34
July 1, 1856. 1,298.30

5,974.19

Amount apportioned for two years ending Sept. 30, 1856, including the balance on hand Oct. 1, 1854. 12,928.11

Amount paid over to the counties. 9,948.82

Balance on hand Oct. 1, 1856. 2,979.29

Apportioned:

Jan. 1, 1857.
July 1, 1857.
Jan. 1, 1858.
July 1, 1858.

28,116.68

Amount apportioned for two years ending Sept. 30, 1858, including the balance on hand Oct. 1, 1856. 31,095.97

Amount paid over to the counties. 29,260.31

Balance on hand Oct. 1, 1858. 1,835.66

Apportioned:

Jan. 1, 1859. \$4,089.84
July 1, 1859. 3,299.25
Jan. 1, 1860. 3,294.00
July 1, 1860. 2,365.40

13,048.49

Amount apportioned for two years ending Sept. 30, 1860, including the balance on hand Oct. 1, 1858. 14,884.15

Amount paid over to the counties. 11,749.34

Balance on hand Oct. 1, 1860. 3,134.81

The total amount of seminary funds distributed to the counties may be represented by the following table:

Seminary funds distributed to the counties.¹

Totals up to—	Apportioned, excluding balances.	Paid over to the counties.	Not drawn by county to which apportioned, up to date.
Oct. 1, 1860.	\$20,992.38	\$7,592.09	\$13,400.29
Oct. 1, 1852.	33,769.01	24,697.93	9,071.08
Oct. 1, 1854.	45,230.00	38,276.08	6,953.92
Oct. 1, 1856.	51,204.19	48,224.90	2,979.29
Oct. 1, 1858.	79,320.87	77,485.21	1,835.66
Oct. 1, 1860.	92,369.36	89,234.55	3,134.81

¹ For these figures see the reports of the State auditor and State treasurer, 1860-1860.

The auditor reported in 1866 that the principal of notes due for seminary lands in 1861 was about \$35,000. By act of March 1, 1867, interest on these notes was remitted between January 1, 1862, and January 1, 1866. It is probable that the greater part of these notes, together with the greater part of the sums distributed to the counties and invested by them locally, were lost as a result of the war.

The act of March 21, 1862, forbade the further sale of school lands till after the war was over. The last distribution of the seminary and saline funds was made January 1, 1861. The State auditor in his report for 1864-1866 says:

After that date whatever of cash, Confederate money, war bonds, etc., that came into the treasury was withheld from distribution, and most of it was appropriated for general expenditures.

The amount and character of the funds thus received and used by the State belonging to the seminary and saline funds are shown in the appendix to the auditor's report for 1864-1866 (p. 21 et seq.).

The auditor states also (p. 10) that there was "distributed" from this fund during the two years ending September 30, 1862, the sum of \$5,040.82; that \$1,943 went from the fund to the institution for the blind; that \$4,677.95 in specie was transferred to the ordinary revenue account, of which \$2,679.23 in specie was transferred during the quarter ending December 31, 1864. There had also been transferred during the quarter ending September 30, 1864: War bonds \$504.32; treasury warrants, \$79.82; Confederate money, \$1,998.72

In the same report (p. 31) the auditor discusses these transfers and says:

A question arises if the State should be considered as indebted to the swamp-land, internal-improvement, seminary, and saline funds for the amounts, or for what portion of them, which since the 6th of May, 1861, have been transferred from those funds and used for State purposes.

It does not appear that these sums were ever replaced.

Balance on hand Oct. 1, 1866.....	Nothing.
Balance on hand July 3, 1868.....	Nothing.
Balance on hand Oct. 1, 1870:	
State scrip.....	\$464. 30
United States currency.....	36. 61
	<hr/>
	500. 91
Balance on hand Oct. 1, 1872:	
State scrip.....	\$1, 962. 26
United States currency.....	36. 61
	<hr/>
	1. 998. 87

Balance on hand Oct. 1, 1874:

State scrip.....	\$704. 40
United States currency.....	¹ 36. 61

741. 01

Balance on hand Oct. 1, 1876..... 982. 64

Balance on hand Oct. 1, 1878..... ² 1,548. 84

Balance on hand Oct. 1, 1880..... ³ Nothing.

This fund disappears after 1880 from the auditor's reports, being transferred to the permanent school fund, which also included the sixteenth section fund till that was reestablished by law of March 31, 1885. The last of the seminary lands were sold in 1905-6.

SALINE FUND.

This fund was created out of the sales of saline lands granted to the State by the United States for educational purposes.

The number of acres thus granted was 46,080, of which 41,879.51 had been located up to 1858.⁴

They were sold on the same terms as the seminary lands and the receipts as reported by the auditor are about as follows:

Balance on hand—

Nov. 1, 1837.....	\$127. 50
Nov. 1, 1838.....	127. 50
Oct. 1, 1840.....	135. 50
Oct. 1, 1842.....	151. 27
Oct. 1, 1842, notes.....	⁵ 475. 00
Oct. 1, 1844.....	151. 27
Oct. 1, 1846.....	151. 27

The cash principal of this fund, like the seminary fund, was made a part of the capital of the Bank of the State of Arkansas and was also lost.

By law of January 12, 1853, it was provided that the accruing principal of the saline fund should be distributed to the counties in accord with the school census, just as was done in the case of the seminary lands under the law of 1847.

The distribution was as follows:

Balance on hand Oct. 1, 1854..... \$1,068. 97

Apportioned—

July 1, 1855.....	\$2,764. 25
Jan. 1, 1856.....	429. 64
July 1, 1856.....	649. 15
	<hr/> 3,843. 04

¹ The \$36.61 in United States currency was transferred to general revenue account.

² There was burned under act of May 28, 1874, scrip belonging to the seminary fund to the sum of \$5,780.68.

³ There was burned, by error, under act of May 28, 1874, in second quarter, 1879, \$1,548.84 in scrip.

⁴ House Jour., 1858, p. 266.

⁵ These notes were given in 1832.

Amount apportioned for two years ending Sept. 30, 1856, including balance on hand Oct. 1, 1854.....	\$3, 843. 04
Amount actually paid over to the counties.....	1, 727. 17
Balance on hand Oct. 1, 1856.....	2, 115. 87
Apportioned—	
Jan. 1, 1857.....	
July 1, 1857.....	
Jan. 1, 1858.....	
July 1, 1858.....	
	3, 864. 75
Amount apportioned for two years ending Sept. 30, 1858, including balance on hand Oct. 1, 1856.....	5, 980. 62
Amount actually paid over to the counties.....	5, 717. 75
Balance on hand Oct. 1, 1858.....	262. 87
Apportioned—	
Jan. 1, 1859.....	\$3, 687. 28
July 1, 1859.....	1, 214. 02
Jan. 1, 1860.....	2, 073. 91
July 1, 1860.....	1, 802. 89
	8, 778. 10
Amount apportioned for two years ending Sept. 30, 1860, including balance on hand Oct. 1, 1858.....	9, 040. 97
Amount paid over to the counties.....	7, 167. 58
Balance on hand Oct. 1, 1860.....	1, 873. 39
Distributed (apportioned) during two years ending Sept. 30, 1862.....	2, 159. 29

The above sums may be represented as follows:

Saline fund distributed to the counties.¹

Totals up to —	Apportioned, excluding balances.	Total paid out to the counties.	Not drawn by the county to which apportioned up to date.
Jan. 12, 1853, ² to Oct. 1, 1854.....			\$1, 008. 97
Oct. 1, 1856.....	\$3, 843. 04	\$1, 727. 17	2, 115. 87
Oct. 1, 1858.....	7, 707. 79	7, 444. 92	262. 87
Oct. 1, 1860.....	16, 485. 89	14, 612. 50	1, 873. 39

¹ For these figures see the reports of the State auditor and State treasurer, 1854-1860.

² Date of act authorizing sale.

The auditor in his report for 1864-1866 states that after May 6, 1861, only about 500 acres of the internal improvement and saline lands had been sold, and these mainly to complete contracts already entered on. There was then due, he reports, as principal of notes given in payment for saline lands, about \$10,000, on which the interest was remitted between January 1, 1862, and January 1, 1866, by act of March 1, 1867.

There is every reason to believe that practically all of these notes and all of the saline funds invested by the various counties on their own account before the Civil War went down in the general ruin.

Of the saline fund which came into the treasury during that period the auditor reports¹ that for the two years ending September 30, 1862, there was "distributed" \$2,159.29 and that there was paid to the institution for the blind out of the same fund, \$1,864.50.

He reports further that the total amounts transferred from saline fund during the war to general revenue fund was—for quarter ending December 31, 1864, specie, \$545.51; quarter ending September 30, 1864, war bonds, \$6, treasury warrants, \$4,080.71, Confederate money, \$0.91. None of this fund seems to have been replaced.

Balance on hand—

Oct. 1, 1866.....	Nothing.
Apr. 25, 1867.....	\$46. 14
July 3, 1868.....	46. 14
Oct. 1, 1870.....	46. 14
Oct. 1, 1872.....	1, 532. 95
Oct. 1, 1874.....	² 453. 50
Oct. 1, 1876.....	³ 1, 151. 07
Oct. 1, 1878.....	1, 865. 21
Oct. 1, 1880.....	⁴ 28. 43
Oct. 1, 1882.....	Nothing.

In the report for 1884 and in subsequent reports the saline fund is included as a part of the permanent school fund.

PERMANENT SCHOOL FUND.

This fund, under the name of Public School Fund (later Common School Fund), was recognized in the Reconstruction Constitution of 1868,⁵ which provided that the proceeds of all lands granted to the State by the United States not otherwise appropriated, all moneys, stocks, bonds, lands, and other property then belonging to any fund for education; the net proceeds from escheats, estrays, unclaimed dividends, or distributive shares of estates of deceased persons, fines, penalties, forfeitures, proceeds of the sales of public lands, grants,

¹ Report 1864-1866, app., p. 10.

² There was burned this year under act of May 28, 1874, \$5,542.28 in State scrip belonging to this fund.

³ The sum of \$104.30 in United States currency was transferred to general-revenue account.

⁴ By error, \$1,955.37 in State scrip was burned under act of May 28, 1874.

⁵ As early as 1842 we have record in the auditor's books of a "Common School Fund," which was derived from the sale of forfeited lands after deducting State and county taxes and costs of sale in accord with sec. 136 of the revenue law then in force.—Ball & Roane's Revised Statutes, 1837.

Balance on hand—

Oct. 1, 1842.....	\$1,394. 12
Oct. 1, 1844 (specie).....	1,515. 84
Oct. 1, 1844 (bank paper).....	124. 00

The second of these items is reported as making a part of the capital of the Bank of the State of Arkansas. It was withdrawn from the bank in specie and was expended in 1845 for textbooks (see Auditor's Report, 1846 and ante).

The third item (\$124) was carried on the auditor's books for some years and was reported as being in Arkansas bank paper. It is probably the same as the item of \$124 reported as transferred from the common-school fund during quarter ending Dec. 31, 1864, to the general-revenue account.

gifts, and devises not otherwise appropriated, etc., should be "securely invested and sacredly preserved as a public school fund."

By the terms of this organic act the public school fund included all that was left after the wreck of war of the sixteenth section fund, the seminary fund, and the saline fund, but a separate account was maintained of the seminary fund, as we have already seen, down to 1880, and in 1885 the sixteenth section fund was again established on a separate basis, to be again absorbed in the permanent school fund under the law of 1899.

Balance of permanent school fund on hand October 1, 1870: Currency, \$22,201.37; State scrip, \$12,991.12; total, \$35,192.49.

It was ordered that this be invested in United States bonds, and in 1872 we find:

Balance on hand Oct. 1, 1872:

United States 5-20 bonds.....	\$24, 186. 25
State scrip.....	56, 804. 22
United States currency.....	14, 510. 84

Balance on hand Oct. 1, 1874:

United States 5 per cent 20-year bonds.....	38, 404. 04
State scrip.....	15, 431. 45
United States currency.....	7, 496. 06

61, 331. 55

Balance on hand Oct. 1, 1876:

United States currency.....	281. 29
State scrip.....	30, 070. 92
6 per cent State funding bonds.....	131, 000. 00

161, 352. 21

Balance on hand—

Oct. 1, 1878.....	¹ 190, 186. 24
Oct. 1, 1880.....	² 155, 004. 75
Balance on hand October 1, 1882.....	³ 163, 152. 28
Balance on hand October 1, 1884.....	⁴ 170, 346. 91
Balance on hand October 1, 1886.....	⁵ 175, 382. 35
Balance on hand October 1, 1888.....	⁶ 266, 368. 38
Balance on hand October 1, 1890.....	⁷ 274, 201. 82
Balance on hand October 1, 1892.....	⁷ 278, 465. 46
Balance on hand October 1, 1894.....	⁸ 285, 423. 91

¹ Includes \$141,000 in State bonds.

² Includes \$141,000 in State bonds. By error, in second quarter, 1879, \$50,237.23 in State scrip belonging to this fund was burned. Replaced later.

³ This includes \$159,000 in 6 per cent 30-year Loughborough (State) bonds.

⁴ This includes \$166,000 in Loughborough bonds.

⁵ In the second quarter, 1886, the \$170,000 in Loughborough bonds then owned by the permanent school fund had been redeemed in accord with the act of issue (Laws 1874-75, p. 72, sec. 9), a similar amount being transferred from the sinking fund. These bonds had paid 6 per cent regularly.

⁶ This includes \$259,000 in 30-year 6 per cent Loughborough bonds of 1875 which had been received in exchange for 6 per cent funding bonds and coupons and 5 per cent State bank bonds and interest. This batch had not paid interest since July 1, 1887, and no provision was made by the act of 1887 (chap. 146) for this interest.

⁷ This includes \$265,000 in 6 per cent 30-year Loughborough bonds of 1875.

⁸ This includes \$265,000 in Loughborough bonds and \$8,000 in 6 per cent funding bonds.

Balance on hand October 1, 1896.....	1 288, 549. 11
Balance on hand October 1, 1898.....	290, 555. 44
Made up as follows:	
Cash.....	\$1, 653. 95
6 per cent Loughborough bonds.....	265, 000. 00
6 per cent funding bonds.....	10, 000. 00
6 per cent funding bonds, interest.....	13, 901. 49
	<hr/> 290, 555. 44
Receipts, October 1, 1898, to January 19, 1899, as per treasurer's books.....	183. 71
	<hr/> 290, 739. 15
Expenditures, October 1, 1898, to January 19, 1899, as per treasurer's books.....	4, 121. 49
	<hr/> 286, 617. 66
Balance on hand January 19, 1899.....	286, 617. 66
Made up as follows:	
Cash.....	\$1, 837. 66
6 per cent Loughborough bonds.....	265, 000. 00
6 per cent funding bonds.....	10, 000. 00
6 per cent funding bonds, interest.....	9, 780. 00
	<hr/> 286, 617. 66
Receipts, all sources, January 19 to October 1, 1899: .	
Cash.....	1, 674. 39
6 per cent funding bonds, interest.....	150. 00
6 per cent funding bonds, interest.....	3, 120. 00
6 per cent Loughborough bonds, interest.....	190, 260. 00
	<hr/> 481, 822. 05
By transfer from the sixteenth section fund (q. v.), October 1, 1899, under act of May 8, 1899.....	649, 700. 00
	<hr/> 1, 131, 522. 05
Total.....	1, 131, 522. 05
3 per cent 30-year funding bonds, issue 1899, bought under act of May 8, 1899:	
Principal.....	1, 111, 500. 00
Coupons, not matured but carried as cash.....	1, 000, 350. 00
	<hr/> 3, 243, 372. 05
Total receipts, January 19 to October 1, 1899.....	3, 243, 372. 05
Total receipts, October 1, 1899, to October 1, 1900:	
Cash.....	6, 745. 03
3 per cent 30-year funding bonds, bought.....	2, 000. 00
3 per cent 30-year unmatured coupons.....	1, 740. 00
	<hr/> 10, 485. 03
Total receipts, January 19, 1899, to October 1, 1900.....	3, 253, 857. 08
Total expenditures, January 19, 1899, to October 1, 1900, including all the 6 per cent Loughborough and 6 per cent funding bonds and their matured coupons, amounting to \$1,128,010, exchanged by State debt board under funding act of May 8, 1899, for new 3 per cent 30-year funding bonds, issue of 1899 (the old bonds being destroyed after redemption).....	1, 166, 402. 83

¹ This includes the same bonds as in 1894. The interest on the \$8,000 of funding bonds, issues of 1869 and 1870, was due from Jan. 1, 1872; of the Loughborough issue of 1875, interest was due on \$259,000 from July 1, 1887, and on \$6,000 from Jan. 1, 1899. Interest due on these bonds Oct. 1, 1896, was \$157,935.

Balance on hand October 1, 1900.....	\$2, 087, 454. 25
Made up as follows:	
Cash.....	\$5, 209. 25
3 per cent 30-year funding bonds.....	1, 113, 500. 00
	<hr/>
3 per cent 30-year coupons, not yet due.....	¹ 968, 745. 00
	<hr/>
	2, 087, 454. 25
Balance on hand October 1, 1902:	
Cash.....	8, 872. 85
3 per cent 30-year funding bonds.....	1, 118, 500. 00
	<hr/>
	1, 127, 372. 85
Coupons not yet due.....	905, 985. 00
	<hr/>
	2, 033, 357. 85
Balance on hand October 1, 1904:	
Cash.....	6, 861. 27
Funding bonds.....	1, 123, 500. 00
	<hr/>
	1, 130, 361. 27
Coupons not yet due.....	842, 625. 00
	<hr/>
	1, 972, 986. 27
Balance on hand October 1, 1906:	
Cash.....	7. 96
Funding bonds.....	1, 134, 500. 00
	<hr/>
	1, 134, 507. 96
Coupons not yet due.....	782, 806. 00
	<hr/>
	1, 917, 312. 96
Balance on hand October 1, 1908:	
Cash.....	965. 25
Funding bonds.....	1, 134, 500. 00
	<hr/>
	1, 135, 465. 25
Coupons not yet due.....	714, 735. 00
	<hr/>
	1, 850, 200. 25
Balance on hand October 1, 1910 (as reported September 5, 1910):	
Cash.....	3, 405. 85
Funding bonds, 3 per cent.....	1, 134, 500. 00
	<hr/>
	1, 137, 905. 85
Coupons not yet due.....	646, 665. 00
	<hr/>
	1, 784, 570. 85

It does not appear that the permanent school fund as now constituted is as large as it should be. The State superintendent said in 1898-99 (pp. 28-29) that the amount arising (1) from the 2-mill tax,

¹ While these coupons are not yet due, under a ruling of the State auditor they are carried as a charge against the State treasury.

(2) the future sales of sixteenth section lands, (3) 10 per cent of the sales of all State lands, (4) the interest on the permanent school fund, and (5) other small items "constitute what is known as the Common School Fund, which is apportioned to the various counties of the State pro rata." It would seem that properly items two and three should form a part of the permanent school fund. As now arranged, the State is spending principal, instead of interest.¹

The State superintendents have not been slow to see that the permanent school fund (the interest-bearing fund) was not receiving all that was due it under the law. In his report for 1895-96, Supt. Jordan says (pp. 171-172):

The necessary steps should be taken by the legislature to enforce section 6932 of Sandels & Hill's Digest. This was an act passed December 7, 1875, and it provided among other sources from which the "common-school funds" should be accumulated, that 10 per cent of the net proceeds of the sales of all State lands should be set aside for this purpose. There is no provision made in this act as to whose duty it is to make this distribution or assignment, whether the land commissioner or State treasurer. * * *

Thus there has been lost to the "common-school fund" 10 per cent on all sales of public lands since the passage of the act of December 7, 1875. It appears to be a most remarkable remissness on the part of legislatures to manifest so little concern about those dearest and most sacred statutory interests of our public-school revenues. Probably by the neglect of this statute alone there has been lost to the "common-school fund" \$50,000.

According to the biennial report of this office for 1893-94 there was due to the "common-school fund" from this source, in 1888, \$33,185.52, as ascertained by a senate committee in 1889. The increase due since that date has not been ascertained. It is a matter referred to the consideration of the legislature of 1897. It is recommended that the legislature appoint a committee on this subject, authorizing them to make a report of the amounts due to January, 1897. It is further urged that section 6932 be so amended as to require the proper officer to make year by year the allotment of this 10 per cent of the sales of public lands to the "common-school fund."

The State scrip burned under the law of May 28, 1874, either by error or otherwise, has also been a source of annoyance and trouble to the authorities.

The treasurer reports that there was burned under act of May 28, 1874:

State scrip belonging to common-school fund (i. e., the fund from which the annual apportionment was made and which may account in part for the failure of the schools in those years) in 1874.....	\$746, 785. 76
Burned in fourth quarter.....	196, 987. 38
State scrip belonging to seminary fund:	
Burned by error, 1877-78.....	5, 780. 68
Burned by error, second quarter, 1879.....	1, 548. 84
State scrip belonging to saline fund:	
Burned by error, 1874.....	5, 542. 28
Burned by error, 1879-80.....	1, 955. 37

¹ There was a small fund known as the State school interest fund. In third quarter, 1909, it amounted to \$62.74; it was then transferred to the common school fund, and the account was closed.

State scrip belonging to permanent school fund:

Burned by error, 1874.....	128, 841. 32
Burned by error, 1879.....	50, 237. 23
	<hr/> 179, 078. 55

In the case of the permanent school fund the burned scrip was replaced by bonds of like amount. It is not clear what was done in the other cases.

The matter was considered by the assembly of 1893. The report of the senate committee, although but little illuminating, is given from Mr. Jordan's report for 1895-96:

Section 1 of an act approved March 18, 1881, provides:

That all noninterest-bearing State scrip collected by the collectors of the respective counties for State school purposes shall be by them paid into the State treasury, as now provided by law, and the same scrip paid out by the State treasurer upon the warrants of the auditor.

In compliance with this act the treasurer paid out, as directed, all noninterest scrip so received by him for the common-school fund, but as a large proportion of his receipts in scrip for this fund about that time and for several years afterwards was interest-bearing, which under the law he was prohibited from paying out, he was compelled of course in paying warrants drawn against it to issue new noninterest-bearing scrip therefor, leaving the interest-bearing scrip at the credit of the fund on his books, and thereby increasing that credit to an amount largely in excess of that actually belonging to the school fund and subject to apportionment; and although ex-Treasurer Woodruff turned over to his successor in office \$114,990.80 in State scrip, as borne upon his books as a credit to the common-school fund, only \$14,935.90 of that amount was subject to apportionment. And if we add to this \$578.97 scrip, received by Treasurer Morrow on account of this fund, we have \$15,514.87 as the correct balance of scrip due the common school fund.¹

As early as 1871 the United States Commissioner of Education estimated that the permanent school fund had lost up to that time three-quarters of a million dollars. This and subsequent losses are due in the main to:

- (1) Failure to collect payment for lands sold or money borrowed.
- (2) Diversion of school funds to meet other pressing needs and not replacing them.
- (3) Insufficient legislation, as in case of the 10 per cent fund.
- (4) Destruction of scrip belonging to this fund without replacing the same.
- (5) Distributing the principal instead of using interest only, as is now done with the sixteenth section fund.

¹ Superintendent's Report, 1895-96, pp. 172-173, quoting Senate Jour., 1893, 770 et seq.

CHAPTER X.

MISCELLANEOUS MATTERS.

I. AUXILIARY EDUCATIONAL AGENCIES.

Arkansas Teachers' Association.—Among the various subsidiary aids to the public schools the Arkansas Teachers' Association has been by no means the least, nor is it unimportant in itself. This association was organized in 1869, held its first meeting in Little Rock, and had State Supt. Thomas Smith, who seems to have been the chief organizing force, as its first president. It decayed with the decline of the reconstruction era, but on passing into the hands of the Conservatives with the other machinery of government it began again to increase in power. It was instrumental in directing the educational policy of the Conservatives; indeed, its members were largely responsible for the school laws of 1873 and 1875. Since 1872 it has maintained its organization, although its vitality has varied greatly at times; within the last 20 years it has had a rather steady and substantial growth. It now has nearly 1,300 members. Its proceedings, some of them issued in pamphlet form, contain many interesting and suggestive papers. Better than this, it shows that the public school teachers in Arkansas are earnestly seeking for higher results and in their search are not bound by the mere conventionalities of custom.

The educational press.—Nearly as old as the teachers' association, and of almost equal value educationally, have been the various school journals published in Arkansas, but their history has been full of the vicissitudes which so often overtake the publications that seek to be something more than mere caterers to the whims and caprices of the moment.

First came the *Arkansas Journal of Education*, founded by Thomas Smith, then State superintendent, and published from Little Rock. It appeared as a newspaper in 1870, was changed to magazine form with January, 1871, and was published through 1872. Smith was succeeded by Corbin as State superintendent in January, 1873, and as no numbers of his journal after that date are discoverable it may be assumed that it was soon discontinued.

This journal shows the characteristics of the period. There were long extracts from other publications—literary, historical, or moral and hortatory in tone. There was little that bore directly on the school questions of the locality; there were few letters, questions, or

discussions by the teachers of the State. It may not have been the fault of the editor, but the practical application of its contributions had to be made by the reader himself.

The next educational magazine to appear in the State was the *Arkansas School Journal*, of which the first number was published in November, 1880. The editor was J. R. Weathers, an Indiana teacher of much experience who had also taught in Arkansas. This was a private venture which tried to work hand in hand with the school officials and got closer to the teachers of the State than the earlier venture had done. There were contributions by leading Arkansas educators, but the bulk of the text was still clipped from other sources. The *Journal* sought to hold up the hands of the superintendent, encouraged the voting of the special tax and printed the proceedings of the teachers' association.

Mr. Weathers surrendered the editorial work within a year and was succeeded by Hon. James L. Denton, then State superintendent, under whose enthusiastic administration it became more distinctively local. But the essential element of financial support was lacking. Prof. Denton died, and J. Kellogg became business manager and acting editor. With the beginning of volume 3, January, 1883, the name was changed to *Kellogg's Eclectic Monthly*. With Prof. O. V. Hays as editor the scope of the publication was widened and an appeal made to a broader clientele, but there was little response, and with the number for July, 1883, this publication went the way its predecessor had gone.

Then came the *Arkansas Teacher*, issued from Russellville by the Arkansas Evangel Publishing Co., with Prof. Josiah Hazen Shinn as editor. The second number appeared in February, 1884. It was a very modest octavo of 8 pages with cover, published at 50 cents per year. The increasing patronage caused it to develop by July into a quarto of 8 pages with cover, and the price was raised to \$1. In the hands of this veteran school man the *Teacher* was racy of the soil. It grew and developed for a time; it again doubled its size, but it was not well supported and died. The last number seen is that for December, 1885, volume 2, No. 12.

After the suspension of Prof. Shinn's *Arkansas Teacher* there was a long intermission. About November, 1896, the *Arkansas School Journal* was issued. The first number of this journal examined is that for May, 1899, which is volume 3, No. 7. It was then edited and published by E. L. Gatewood and W. J. McIlwain and appeared in quarto form of 24 pages.

This journal is also racy of the soil, for it is made up almost entirely of the work of Arkansas teachers; it contains articles and discussions by them; reports meetings; has suggestions of local and practical value, and has even reached the reflective stage, printing now and

then the reminiscences of the men who have grown gray in the educational service of the State. In January, 1901, Mr. Gatewood retired from the publication. The whole duty of the office was then assumed by Mr. McIlwain, who organized in connection with his journal a teachers' agency and school-supply business.

The school-improvement associations.—The first school-improvement association was organized in Arkansas about 1905, and the first center of activity was Little Rock. The preliminary success of this work was so marked that in 1908 the Conference for Education in the South devoted \$1,000 to the advancement of the work, and in October of that year Supt. George B. Cook began a vigorous campaign, with the result that in January, 1909, there were reported 76 associations, with a membership of 2,256 and an expenditure of \$9,585 for repairs and improvements in the material equipment of the schools. It is to be noted that most of this money was earned by the associations themselves, working in connection with the school children. Nor is the money side the most important, for this effort to secure physical betterment for the school creates interest, enthusiasm, and love. It fosters local pride and serves in a most admirable way to attract and increase the interest of patrons. Says one of the leaders:

We want to make the school-improvement association of Arkansas the housekeeping department of the public schools. The school board must take care of the finances. The teacher has time for little outside of the curriculum. It devolves upon the mother to make the schoolhouse a place where she will be glad for her child to spend a part of each day, a place with well-chosen pictures on clean walls, good books for needed reference, and school grounds to which they may point with pride, with at least 90 per cent of our children in school 9 months of each year.¹

From clean walls and clean rooms it is not a far call to more beautiful school grounds and the school gardens which usually accompany them. In the rural district the same ideas are developed in the organization of corn clubs for the boys and poultry clubs for the girls. Then come similar organizations for other lines of work, and the net result is a greatly increased interest in schoolroom work, in the study of agriculture to which it leads, and improved methods and intensive farming.

The school-improvement association issues also plans and suggestions for school buildings, with details for heating, lighting, and ventilating; for desks, sewerage, sanitation, etc. A handsome, sterling silver loving cup is awarded each year to the local school-improvement association doing the greatest amount of practical work. According to the last report of the State superintendent, there are now 255 school-improvement associations in the State, with more than 10,000 members, and they have invested \$400 in

¹ A Year Book of School Improvement in Arkansas [1909].

school equipment and facilities for each dollar put into the campaign by the Southern Education Board.

Teachers' reading circle.—The teachers of the State are slowly coming into their own through their growing class consciousness and its expression in the State teachers' association and similar organizations. They are beginning to realize their power, and since they have begun to express themselves fully and boldly on matters of public moment they are coming to have more influence on educational legislation, which is now ceasing to be the football of politics.

The State furnishes normal training through a six-weeks' course at the State university; through the normal school for whites at Conway and the branch normal school at Pine Bluff for negroes; through the agricultural-training schools at Jonesboro, Russellville, Magnolia, and Monticello; and through the county institutes. Some teachers also make use of correspondence courses, while the professional spirit has led many to follow systematic courses of pedagogy at home. These have organized themselves into the Arkansas teachers' reading circle, which dates from 1905. In 1910 the circle reported 2,538 members. By encouraging the reading of professional and cultural works the circle has produced such good results among the teachers that the same principle is being applied in the Arkansas pupils' reading circle. Through these circles it is hoped to lay the foundations of public-school libraries, by furnishing the teachers with lists of suitable books at reduced prices.

Southern Education Board.—The Southern Education Board has also been of much service in promoting educational interests in Arkansas. It has made the education commission possible through its financial support, has encouraged the school-improvement association, and contributed to the funds needed for carrying on the campaign of organization. It has also provided the funds for a professorship of elementary education in Arkansas, which was filled by the appointment in January, 1912, of J. L. Bond, who was then deputy State superintendent. He will devote his whole time to the work of assisting the rural communities in developing their schools, will aid the county and local organizations in their efforts to standardize, and when possible will advance the work of consolidation.

The education commission.—This commission, appointed by Gov. Donaghey, is supported out of funds contributed by the Southern Education Board. Its purpose is to investigate the school system of Arkansas and the laws under which it is organized and operated, to make a comparative study of other school systems, to awaken sentiment, and to formulate recommendations. The State in the last generation has grown marvelously in material and industrial resources—

but the laws governing the organization and administration of our public schools have made but little progress. Since the framing of the body of our school law frequent additions, having but little logical unity, have been made. We need a readjustment of the system to meet the higher demands of our civilization.¹

The commission has no authority to make laws. Its functions are purely advisory. From a careful, detailed, and comparative study of the school situation it is expected (1) to remodel the old school law to date; (2) to provide for modern growth and expansion; (3) to arouse sentiment by means of bulletins, addresses, etc.; (4) to bring about the practical business administration of school affairs.

The commission consists of 20 well-known citizens, who represent the university, the State Normal School, the city school superintendents, the county examiners, the rural teachers, the private colleges, the press, the Federal bench, the circuit judges, the Farmers' Union, the labor organizations, the Federation of Women's Clubs, the School Improvement Associations, and private business.

At its first meeting the commission decided to direct its work to the investigation of matters pertaining to a State board of education, State aid to high schools, and consolidation of schools.

That this large and representative body of earnest workers is already making itself felt is shown by the creation of a State board of education and the passing of laws looking to consolidation and the support of rural high schools by the assembly of 1911.

The work of the commission has been done by means of committees and published bulletins, of which more than 100,000 copies have been distributed.

State board of education.—The complaint has been that, since the office of superintendent is an elective one and in general the incumbent is changed every four years, the school system suffers from "lack of a continuing policy," that there is "no continuity," that the system has "just grown up." It is believed that the State board of education will meet these needs.

Says Supt. Cook, in the Proceedings of the Teachers' Association for 1910, page 57:

We need in our educational system a steady, continuous policy. At present the general direction of our educational affairs is in the hands of the State superintendent of public instruction. His term of office is two years, and he usually succeeds himself for the second term.

Educational reforms are of slow growth. An examination of the biennial reports of the State superintendent of Arkansas since 1868 shows that many excellent reforms, tested and approved by experience of other States, have been urged at disjointed intervals by the various incumbents in office. It is this lack of continuity that has weakened the work of the department of education.

¹ Cook's Report, 1909-10, p. 11-12.

It was believed that this situation would be relieved by the creation of a permanent State board of education. This was done by act of June 1, 1911, which provides for a general supervisory body consisting of the State superintendent of public instruction and one member from each congressional district, who are appointed by the governor for a term of 7 years, one going out of office each year.

Their duties are:

(1) To manage and invest the permanent school fund and to collect all moneys due it.

(2) To charter academies, colleges, and universities; to determine what institutions shall confer degrees and under what conditions; to inspect such institutions and, if necessary, revoke their charters.

(3) To issue State teachers' licenses and to revoke the same.

(4) To have general supervision of the public schools; to prepare and distribute plans and specifications; to provide courses for rural, elementary, graded, and high schools; to control teachers' institutes and medical and sanitary inspection; to classify and standardize public schools; to provide for new forms of educational effort "and shall, in general, take such action as may be necessary to promote the organization and increase the efficiency of the educational system of the State."

Arkansas Library Association.—Another important aid to education was the organization of the Arkansas Library Association. This organization, the result of the cooperation of the Little Rock Public Library and the Carnegie Library of Fort Smith with the Arkansas Federation of Women's Clubs, held its first meeting at Little Rock on January 26, 1911. The address of the occasion was by Dr. Bostwick, of the St. Louis Public Library, who discussed the public library as a public utility, and the agitation for a better library law for Arkansas began.

At the second annual meeting, held January 24 and 25, 1912, progress was reported. Mrs. Arthur P. Jones spoke on "An ideal system of libraries for the State," pointing out needed educational reforms and the necessity for a library commission, although the present State law allows any city of the first or second class to obtain under certain conditions an appropriation from the general fund for a library building or for maintenance purposes. Mr. Harry E. Kelly, in discussing the "Value of libraries to Arkansas," sounded a note of progress when he advocated the elimination from the constitution of all limitations on the right of local taxation, thus allowing each community "to levy a tax adequate for schools and libraries." A committee was appointed to draw a bill carrying a reasonable appropriation, which is to be presented to the next legislature, for the organization of a library commission. The association urgently recommended—

in order to keep the work out of political control, that no member of the commission shall be such by virtue of his office, and that the secretary employed by the commissioners shall be an experienced librarian and a graduate of a good library school.

In the meantime it was determined to put a secretary in the field for at least a part of the year at the expense of the association.¹

The interest in local and rural libraries in connection with the public schools, and catering in particular to the needs of the pupils, is also growing, and some progress has been made in supplying suitable collections to individual schools.

II. THE NEGRO SCHOOLS.

A study of elementary education in the South would seem incomplete without specific mention of the negro, and yet in Arkansas such is hardly necessary, for before the law there is no distinction of race.

In ante bellum days the negro received no education in terms of the school, and yet in the terms of life he was among the best educated of men. He had that education which made him of most service as a slave and which was of the greatest value when he became a freedman. He was taught the practical arts of rural life—carpentry, blacksmithing, shoemaking, horseshoeing, farming, gardening, overseeing, and indoor domestic service. The women were taught to cook, wash, iron, sew, keep house, nurse, and do domestic service. This education was eminently practical; it was in the form which they could most easily acquire, to which they were by nature best fitted, and no time was wasted on the acquirement of theoretical or ornamental knowledge.

It is noteworthy also that in the organization of the industrial schools for Indian and negro pupils of the present day the ante bellum slave plantation system has been used largely as a model for present-day institutions and is as successful under the present day régime as as it was under other conditions.

By the Arkansas school law of July 23, 1868, the negro was admitted to school privileges on equal terms with the whites. Since that time there has been no alteration or curtailment of his privileges. But this common service to the two races has not been maintained always without effort. There have been formal propositions to divide the school funds in proportion to the amount paid by each race, but, while by far the greater part of the school moneys come from white citizens, there seems never to have been any widespread disposition to give the negro less than his proportionate share as based on relative population.

Since these schools share alike with the whites, they can have little separate history except in detail. They consist of elementary and

¹ Library Journal, March, 1911, and March, 1912.

grammar grade schools, with high schools in the larger towns, the whole being supplemented by the Branch Normal College at Pine Bluff, which prepares the colored teachers of the State for their work, and trains its other pupils in the manual, industrial, and higher studies.

There have never been mixed schools in Arkansas, for the law of July 23, 1868, provided for the maintenance of separate schools (sec. 107), but the general discussions of men and measures, successes and failures, which have applied to the white schools during the 44 years of their post bellum life apply equally, *mutatis mutandis*, to the colored schools.

The first schools for negroes in Arkansas were those organized by the Freedmen's Bureau. As soon as the Civil War was ended, the reconstruction régime established, and the school system organized, the freedmen's schools were taken over by the State and administered as a part of the State system. No doubt both were gainers thereby, for the system received a number of schools already organized and in running order, while the schools for their part were assured of a greater permanence under the administration of the State.

In January, 1870, the State board of education addressed to Gen. O. O. Howard, head of the Freedmen's Bureau, a memorial in which they cited—

the great amount of prejudice which has prevailed in many localities against the inauguration and maintenance of common schools since the work of reconstruction has been completed and especially against those schools designed for the use and benefit of our colored citizens.

They also asked financial help for the Arkansas Journal of Education. It does not appear that the help requested was forthcoming, but it is evident that there was soon a clash with the school directors of Little Rock on the matter of authority. The State board of education, declaring that under sections 101, 106, and 107 of the general school law they had ample power in the premises, ordered the teachers in the colored free public schools—

in addition to the reports they are required to make to the trustees or to school boards under the State department, also to make a report promptly at the end of each month to the superintendent of schools for the freedmen, and that said schools receive their pro rata share of the school fund, the same as schools for white children.

Against this order the Little Rock school board issued a counter order to the effect that the board would not "hereafter pay or employ any teacher who recognizes any authority for the control of their schools other than this board."

No other mention of the quarrel has been found, but it is not hard to guess which was winner, for he who holds the purse strings has the whiphand. The schools in that city seem to have developed *pari passu*, for as early as 1882 there was a high school for negro

pupils, the course of study of which was the same as that in the high school for the whites.

Difficulty is experienced in some of the northern counties, where the negro children are scattered. In such cases practical consolidation is permitted. In the majority of cases the school terms of the races are equal, and each receives its proper proportion of the school funds; thus, in 1890, according to Shinn's report, 107,683 negro children received \$319,818.51 and 297,904 white children received \$384,774.88.

The professional instruction of teachers has not been neglected. In December, 1911, the Colored Teachers' Association had about 300 members. The Branch Normal School was established by act of 1873, opened in 1875, and until 1902 was under direction of Prof. J. C. Corbin, who had been State superintendent in reconstruction days; since then it has been under Prof. Isaac Fisher, a graduate of Tuskegee. Besides the work offered in regular classes at the Branch Normal School, Prof. Corbin conducted many county institutes under the auspices of the State. In 1897 and 1898 there were 33 normal schools held for negroes by aid of State and Peabody funds. They were scattered over the State and were conducted by the best colored teachers. The total enrollment in 1897 was 2,172; in 1898 it was 2,140; the per cent of enrollment was 64 in 1897 and 65 in 1898. In 1899 there were 15 institutes held for negroes and 12 in 1900; with an attendance of 761 and 594, respectively.

In recent years the Branch Normal School has come to serve not only as a place for normal and industrial instruction but also for instruction in the higher literary studies and as a center for the social life and thought of the race. It is even entering on still larger duties, for Prof. Fisher says that the school—

must, by some subtle process, remove from the mind of the average negro pupil the belief that the State cares little for his education. * * * If I were asked to give one result, aside from the purely literary value of this school which makes its support a paying investment to Arkansas, I would say that the gradual removal of distrust and hatred from the minds of negro pupils justifies every dollar spent for the maintenance of the Branch Normal College.

And looking into the future he adds:

If this school is seriously expected to reach the criminal class [of negroes] which does not go to school, there must be placed in the hands of those who direct its work broader opportunities of social service than the school now possesses. It is not enough to teach the children; means must be found by which the people may be reached.

The statistics of the negro schools, so far as they can be separated from the general State statistics, are given as a part of the general educational statistics.

III. REVIEW AND ASPIRATIONS.

When we come to cast a backward glance over the road along which public school education in Arkansas has come, we have many reasons for encouragement.

Based on Federal land grants the public schools developed slowly and unevenly and did not accomplish as much as might have been reasonably expected. Because of carelessness and ignorance, rather than by reason of direct dishonesty, a large part of the Federal endowment had been lost before the outbreak of the Civil War and a larger part went down in that maelstrom. But while much of the school lands passed into private hands without due compensation, it was only the price of the wild lands that was lost, for the land itself remained and has been an increasingly valuable source of taxation.

Such schools as were organized in ante bellum days gave a good account of themselves and proved their right to exist. Not only did they in the private and public elementary schools and academies teach the three R's and the school subjects growing immediately out of them, but they even ventured out into unexplored fields; some undertook to teach agriculture, and in 1840 Gov. Yell sent a message to the assembly dealing with the subject of agricultural and mechanical instruction in such a way as to give him a place among the pioneers in that field of education. There was also as early as 1843 a noteworthy effort to furnish a uniform series of textbooks to the schools—not free textbooks, as we understand the term to-day, but at any rate uniform textbooks offered at uniform and reduced prices.

The various efforts at organization were but little better than failures, yet each successive move added to the experience of the people and had evolved so far by 1854 as to require a general supervision of the system by the secretary of state, and this remained the nominal condition of affairs to the beginning of the Civil War. After that was over, with an alacrity not to be expected and a marvelous penetration of the future, the war-stricken State, then in the hands of ex-Confederates, abandoned the old system and placed the hope of the future on taxation. Then came the Reconstructionists who built on the still wider basis of taxation and education for all regardless of race.

But these seeds were sown on stony ground and not in the deep rich soil of popular approval. Schools sprung up, indeed, but were soon scorched by the hot sun of reconstruction politics. Then Hill made a new planting; Denton watered and nourished by his persuasive eloquence; Thompson carried them through their tender years; Shinn taught them the lessons of their own strength, encouraged self-reliance through the work already accomplished, pointed the way for greater usefulness and higher development, inspired dissatisfaction

with attainments already reached, and demanded the opportunity for the greater usefulness that comes with more adequate resources. Jordan, Kuykendall, Doyne, and Hinemon strengthened the stakes and enlarged the boundaries of this educational Zion. They developed the plans undertaken, reenforced the weak places in the system, evolved new lines of work, and extended the scope, scheme, and usefulness of the schools. By a continuous aggressive campaign they proved their importance, their necessity to the State even to the dullest, and after a campaign covering more than a dozen years, succeeded in having the constitutional tax limit raised from 2 to 3 mills for the State and from 5 to 7 mills for the districts.

Then Cook entered upon their labors and, building on their foundation, undertook present-day problems which could not have been considered in earlier days: High schools, compulsory attendance, consolidation and transportation, agricultural and other rural schools, correlation, libraries, and many others.

In his report for 1909-10, just published, Cook can well afford to point out the immense strides that have been made in the last few years and in particular in the last biennial period. Since 1900 the value of public school property has increased from \$2,500,000 to \$7,000,000; the school term from 77.4 days to 106.5 days (113 in 1911); the number of teachers from 7,000 to more than 9,500; the average number of pupils per teacher has been reduced from 72 to 60; the revenue per capita for each census child has been raised from \$4.13 to \$7.82; the average monthly salary of teachers has risen from \$32 to \$56 per school month, and the average salary per school year has been raised to \$294.

In the past two years, because of the increase in school funds, school property has augmented in value by \$2,000,000, and 2½ weeks has been added to the average length of the school terms. The spirit of class consciousness among the teachers is steadily growing, as is manifested by increased efforts, by means of summer institutes, correspondence schools, systematic home courses, reading circles, etc., to add to their professional equipment. These agencies for the improvement of teachers are in addition to the summer normal schools which were instituted by the State for the first time in 1910 and the six weeks' summer courses now offered at the State normal and at the State university. These means of professional improvement make it possible gradually to raise the standard for teachers' certificates. These courses are so arranged that the teachers attending may receive credits for their work at the summer schools to be applied on the regular normal course, the completion of which gives a professional license good for six years and convertible at the end of that time into a State life license.

The local farmers' institutes, conducted by the College of Agriculture, have proved directly profitable to the farmers of the State and

have done much to popularize agricultural education and to give a wider appreciation of the practical value of this training. Compulsory attendance is effective in 40 counties and "the percentage of gain in school attendance was 11 times as great in territory under the compulsory attendance laws as was the gain per cent in the remainder of the State." Forty-one counties are using uniform textbooks and eight have changed from the old county examiner to the new county superintendent. There has been contributed, mainly by the General Education Board, the sum of \$18,500 to advance educational interests. This has been divided as follows: For school improvement and extension work, \$3,000; for supervising secondary education, \$7,000; for the agricultural department of the State normal school, \$5,000; for the Arkansas education commission, \$3,500.

In his address before the State Teachers' Association in December last, Supt. Cook attributes the educational accomplishments of the last few years largely to this commission. He says in part:

This wonderful showing did not come about by accident. It stands as a concrete proof of the great educational awakening in our State. It is very significant that, at a time when our legislators were almost hopelessly divided on many important issues, there was always a safe majority for all progressive public-school measures.

For more than a year before the last general assembly opened its session the Arkansas education commission had been faithfully at work, explaining and building up sentiment among the people for certain basic measures necessary to give firm foundation for our educational growth. The work of the education commission was fully presented to this assembly last year and unanimously indorsed by recorded resolution, and most of those present have some share in the great legislative victory that came. The teachers not only indorsed, but actively supported the work of the commission. The press and the pulpit rang over the State with news notices, editorials, discourses, and sermons.

The citizens responded and in many instances elected men to the legislature who were pledged to the support of the school measures exploited by our education commission. These men were true to these pledges, as our acts of 1911 plainly show, and many of those who aspire to seats in the next general assembly find their most effective campaign argument in their educational records and in their more or less well-known standing for educational progress.

Better still, the interrelations of the school and the schoolhouse on life in general and on community life in particular is now being realized as never before. This chapter can not be better closed than by quoting in full Prof. Torreyson's Rural School Outline:

1. The man or woman who can make rural schools do for the people of Arkansas what it is possible for them to do will be the greatest benefactor the State has ever had.
2. The greatest need for the schools is not more money, more efficient teachers, or a better system, though these are necessary; it is vision—that the people of the State may see the possibilities for public service in the utilization of the rural schools—that an ideal rural public school—one that shall touch the community life at all points—be formed in the minds of the people. When the people see that kind of school they will want it and will have it.

3. The ideal public school—

(a) Is a consolidated school which makes possible sufficient taxable wealth, a proper building, long term, high-school grades also, accurate grading, close supervision, adequate equipment.

(b) Has a democratic course of study, including usual literary course, agriculture, manual training, household economics, commercial transactions.

(c) A continuation school for adults, including illustration, teaching bookkeeping, commercial geography, commercial arithmetic, commercial law, economics, current events, etc.

(d) A meeting place for women's social and study clubs, farmers' clubs, farm demonstrations and exhibits, boys' corn clubs and exhibits, cooking and sewing and like demonstrations and exhibits.

(e) A place for entertainments of all kinds, lectures on practical and scientific subjects, politics, school exhibitions, debating clubs, moving pictures.

(f) Contain a public circulating library.

(g) A place for Saturday afternoon athletic games.

(i) A place for nonsectarian religious meetings.

4. The people will get an ideal like this when the teachers get it and with the assistance of the preachers and newspapers spread it, and by making an object lesson of such a school in favored localities.¹

¹ Proceedings Arkansas Teachers' Association, 1911, pp. 54, 227-218.

PUBLIC SCHOOL STATISTICS, 1868-1912.

TABLE I.—*School population, teachers, property, and school year.*

Years.	Total school population.	Total number teachers.	Negro teachers.	Number school-houses.	Value school prop-erty.	Days in school year.
1868 ¹				632		
1869.....	176,910	1,335		872	\$128,585	
1870.....	182,474	2,302		1,289	225,530	
1871.....	196,237	2,128		1,591	199,133	
1872.....	194,314	2,035		1,778	255,046	
1873.....	148,128	1,481		1,035	354,791	
1874.....	168,929					
1875.....	168,929					
1876.....	189,130	461		1,399	365,415	
1877.....	203,567	826		610	166,792	
1878.....	216,475	875		480	118,513	
1879.....	236,600	1,458		712	151,664	
1880.....	247,457	1,872		785	198,007	
1881.....	272,841	2,169		968	283,126	
1882.....	289,617	2,501	471	1,286	254,217	
1883.....	304,962	2,462		1,372	294,519	
1884.....	323,943	2,899	581	1,453	384,827	
1885.....	338,506	3,382		1,676	424,321	
1886.....	358,006	3,691		1,769	554,873	
1887.....	377,736	4,167		2,102	644,667	
1888.....	388,129	4,664		2,452	705,776	
1889.....	404,379	5,045		2,535	788,828	
1890.....	405,587	4,785		2,692	649,669	
1891.....	418,566	4,945	1,077	2,736	1,765,831	76.67
1892.....	422,252	5,641	1,173	2,946	1,485,071	73.83
1893.....	425,349	6,314	1,374	3,544	1,442,867	73.36
1894.....	436,335	6,286	1,408	3,866	1,769,686	73.06
1895.....	448,941	6,396		4,113	1,612,277	71.37
1896.....	456,736	6,673		4,440	1,929,206	69.68
1897.....	463,565	7,181	1,564	4,865	2,130,092	66.56
1898.....	465,565	7,073	1,537	4,636	2,294,396	68.87
1899.....	472,608	6,727	1,367	5,015	2,635,667	77.50
1900.....	484,619	6,959	1,441	5,233	2,616,336	77.48
1901.....	491,746	7,472	1,556	5,354	2,564,165	84.00
1902.....	495,368	7,723	1,643	5,663	2,901,212	91.50
1903.....	502,808	7,474	1,488	5,478	3,126,046	92.00
1904.....	517,433	7,762	1,636	5,533	3,355,092	92.78
1905.....	527,524	7,826	1,652	5,510	3,171,561	88.30
1906.....	530,571	7,581	1,402	5,288	3,607,783	88.60
1907.....	533,843	8,113	1,651	5,714	4,038,627	93.32
1908.....	544,519	8,297	1,616	5,704	4,850,557	93.95
1909.....	557,468	9,164	1,864	6,008	6,067,442	96.20
1910.....	573,042	9,522	1,885	6,182	6,939,320	106.80
1911.....	585,749	9,834	1,991	6,306	7,872,556	113.90
1912.....	603,226	10,175	1,948	6,338	10,131,328	117.90

¹ Up to 1876 the school year ended with the fiscal year, on Sept. 30. Since then it has ended with June 30. The school age is 6 to 21.

TABLE II.—*Enrollment and attendance.*

Years.	Total school enrollment. ¹		Average school attendance.			Negro.					
	Number.	Per cent of total school population.	Number.	Per cent of enrollment in average attendance.	Per cent of school population in average attendance.	School population.	School enrollment.	Per cent of school population enrolled.	Average school attendance.	Per cent of enrollment in average attendance.	Per cent of school population in average attendance.
1865											
1866	68,823	28.9				40,478	10,884	26.8			
1867	107,908	59.1				38,684	19,280	49.8			
1871	109,309	55.7				41,655	13,210	31.7			
1872	93,974	48.3				16,417	2,500				
1873	59,587	40.2				37,293					
1874											
1875											
1876	15,890	8.4				27,574					
1877	33,370	16.3				43,518					
1878	33,740	15.5				46,017					
1879	55,049	23.2				55,901					
1880	70,973	28.3				54,332					
1881	98,744	36.1				65,206					
1882	117,696	40.6	56,291	48.0	19.4	69,113	23,139	33.5			
1883	112,233	36.4				76,429	28,132	36.8			
1884	153,216	47.3				76,770	37,568	48.9			
1885	164,757	48.6				86,216	42,461	49.2			
1886	175,935	49.1				91,818	46,798	50.6			
1887	183,095	48.4				98,512	48,452	49.2			
1888	202,754	52.2				99,748	50,570	50.7			
1889	216,152	53.4				106,714	56,382	52.8			
1890	206,262	50.6				107,683	51,003	47.3			
1891	242,117	57.8	123,626	51.0	29.5	112,176	63,830	56.9			
1892	251,452	59.5	140,445	55.8	33.2	114,471	64,191	56.9			
1893	264,576	62.1	145,835	55.1	34.3	115,981	66,921	57.7			
1894	285,159	65.3	168,544	58.3	38.1	120,166	76,060	63.2			
1895	292,305	65.1	170,410	58.2	37.8	123,645	76,987	62.2			
1896	296,575	64.7	171,948	58.1	37.6	124,957	78,276	62.6	43,488	55.5	34.8
1897	319,053	68.6	197,510	61.9	42.6	127,635	82,909	64.9	51,486	62.1	40.3
1898	303,808	67.4	191,447	63.0	41.1	129,397	79,561	61.4	48,647	61.1	37.5
1899	301,387	63.7	177,307	58.8	37.5	131,016	76,546	58.4	45,876	59.9	35.0
1900	314,662	64.9	195,401	62.1	40.3	135,554	84,317	62.2	52,656	62.4	38.8
1901	323,859	65.8	200,100	61.7	40.6	138,230	84,481	61.1	52,721	62.4	38.1
1902	340,695	68.7	214,961	63.1	43.3	141,520	90,109	63.8	56,290	62.4	39.7
1903	337,589	67.1	213,372	63.2	42.4	143,048	87,895	61.4	54,147	61.6	37.8
1904	339,542	65.6	212,131	62.4	40.9	146,890	90,437	61.5	58,177	64.3	39.6
1905	335,765	63.6	207,440	61.7	39.3	148,851	87,125	58.5	53,329	61.2	35.8
1906	345,146	65.0	214,281	62.0	40.3	151,461	90,185	59.5	54,564	60.5	36.0
1907	348,152	63.3	220,621	63.3	41.3	152,044	89,538	58.2	55,063	61.5	36.2
1908	366,054	67.2	232,670	63.5	42.7	157,543	94,292	59.9	59,087	62.6	37.5
1909	374,104	67.1	238,329	63.7	42.7	162,187	98,755	60.9	59,597	60.3	36.1
1910	395,978	69.0	255,135	69.4	44.4	169,007	100,640	59.5	62,437	62.0	36.9
1911	404,760	69.1	255,406	60.6	43.6	174,503	109,618	62.8	66,958	61.0	38.4
1912	409,746	67.9	261,747	63.9	43.4	175,503	109,731	62.5	68,040	62.0	38.7

¹ Including both the white and the colored.

TABLE III.—*School revenues.*

Years.	State tax.	District tax.	Poll tax.	Balance on hand.	All other sources.	Total.	Revenue per child.
1868	\$190,492	\$110,176				\$300,669	
1869	187,427	334,952				536,896	\$3.08
1870	167,973	320,810				488,783	2.71
1871	212,376	193,089				413,150	2.10
1872					\$7,684	210,176	1.06
1873	17,840	220,133				435,349	2.94
1874						65,322	.39
1875						40,444	.24
1876	105,506	87,739				302,670	1.60
1877	85,268	101,407			33,381	299,021	1.23
1878	65,864	77,645			10,478	276,647	1.27
1879	109,561	92,675			20,811	271,844	1.16
1880	111,606	77,474			19,406	285,471	1.15
1881						710,461	2.69
1882	177,985	237,303	\$91,997	\$147,828	22,821	\$722,371	2.69
1883	167,890	261,208	108,038	137,861	65,256	740,244	2.43
1884	150,688	346,521	165,929	280,772	39,748	963,660	2.97
1885	276,629	343,885	124,973	386,961	66,556	1,199,005	3.25
1886	239,989	445,563	159,133	456,134	26,889	1,327,710	3.71
1887	264,006	462,191	133,193	421,694	52,062	1,333,147	3.83
1888	315,403	505,069	146,604	370,942	45,890	1,383,909	3.54
1889	299,004	503,816	143,802	482,133	14,909	1,433,666	3.54
1890	295,492	545,843	240,618	526,675	13,880	1,622,510	4.00
1891	321,545	600,102	154,728	592,429	10,880	1,679,686	4.01
1892	341,621	571,923	167,419	643,316	15,305	1,739,586	4.13
1893	301,743	699,065	168,131	500,015	16,789	1,685,744	3.94
1894	321,070	676,459	155,361	511,611	26,231	1,700,734	3.67
1895	331,786	639,627	148,983	464,419		1,599,257	3.56
1896	321,221	698,649	169,326	489,024		1,675,891	3.69
1897	328,802	791,082	190,584	447,607	51,118	1,779,895	3.84
1898	331,487	716,951	173,095	506,374	33,911	1,761,820	3.78
1899	387,436	782,110	170,050	526,218	15,385	1,861,199	3.51
1900	446,557	805,412	163,564	570,595	19,111	2,005,241	4.13
1901	428,064	836,181	183,248	636,206	42,610	2,121,491	4.31
1902	480,017	923,834	186,490	724,897	40,703	2,365,943	4.91
1903	559,593	924,615	171,198	759,043	19,941	2,433,491	4.84
1904	542,685	1,050,070	190,577	870,461	47,940	2,701,734	5.22
1905	683,513	1,191,343	188,260	938,517	68,317	2,980,453	5.65
1906	607,140	1,309,012	212,088	1,003,779	214,070	3,346,091	6.36
1907	706,711	1,332,199	204,980	1,139,902	184,233	3,568,027	6.69
1908	688,996	1,549,860	198,739	1,101,147	164,855	3,703,009	6.80
1909	1,043,484	1,715,808	192,398	1,122,426	289,703	4,363,800	7.83
1910	1,040,773	1,891,333	192,236	1,280,198	125,589	4,530,131	7.89
1911	1,090,402	2,178,855	349,223	1,274,824	58,195	4,951,499	8.45
1912	1,367,653	2,326,239	(^a)	\$1,398,699	183,062	5,275,653	8.74

^a There seems to have been collected for the fiscal year 1868 the sum of \$67,883.97 (Auditor's Report, 1868, p. 43), the unexpended remainder of which was doubtless carried to 1869 and included in the \$300,669.63. The figures as here given (1868-1881 inclusive) are from Thompson's Report, 1887-8 (pp. 11-13). They are repeated in the Shinn Reports for 1891-2 and 1893-4. They differ often from the figures in the original reports, but are here given preference, as they are presumed to represent results of a later revision of those figures.

^b By comparing the original reports it will be found that the balance reported as being on hand at the end of one year on June 30 often differs from the balance on hand at the beginning of the next year on July 1. The balances here used are, when obtainable, those on hand July 1.

^c From Report for 1881-2, p. 53, Thompson gives \$502,456.48.

^d Includes fines and forfeitures.

^e This is included in district tax, column 2.

^f In explanation of this large surplus, Hon. George B. Cook, State superintendent, writes under date of April 25, 1912: "I advise that at the close of the school year ending June 30, 1911, the unexpended balance amounted to \$1,441,367.49. Of this amount, however, only \$278,757.61 was to the credit of the special school districts, or the districts in towns and cities, and the remainder, or \$1,162,609.88, was to the credit of the common-school districts."

"Under our laws only the special school districts may borrow money, issue bonds, etc., and the great majority have done so; therefore, the unexpended balances on hand in these districts may be looked upon as sinking funds or interest funds to take care of these bond obligations."

"This department has no information nor reports as to the amount of this indebtedness of the special school districts throughout the State."

"In regard to the common-school districts, since they can not go in debt but may anticipate a tax which has already been levied, it is necessary for such districts to secure a large portion of their building or betterment fund in advance before any extensive improvements are undertaken."

"Again, we have unfortunately no logical division into school districts, the result being that many of the districts are very poor with funds inadequate to support the school while some few have a disproportionately large balance on hand."

"This balance is actual money in the hands of the county treasurers to the credit of the various districts."

TABLE IV.—*School expenditures.*

Years.	Teachers' salaries.	All other expenses.	Total.	Expenditure per capita of average attendance.	Apportionment from common school fund per capita of school population.
1868			\$100.00		
1869	\$188,397.00				
1870	408,748.37		760,468.74		
1871	424,443.97				
1872	355,624.80		970,306.74		
1873	259,747.08		318,997.77		
1874					
1875					
1876	75,399.67		119,403.20		
1877	135,121.85	\$26,283.07	143,330.82		
1878	121,307.10	8,223.06	148,392.97		
1879	166,647.73	24,859.55	205,448.90		\$0.73
1880	192,664.64	26,742.60	238,055.68		.79
1881	316,893.11		388,412.22		
1882	388,616.07	55,332.75	503,856.51		
1883	414,911.12	64,560.33	479,471.45		
1884	441,959.07	45,060.63	576,698.99		
1885	545,168.21	184,000.10	742,870.92		
1886	714,118.11	152,774.34	866,892.45		.67
1887	719,697.23	115,450.96	835,048.19		.69
1888	790,133.35	111,057.23	901,190.58		.81
1889	830,040.76	137,567.84	967,608.60		.46
1890	869,999.50	146,876.76	1,016,776.26		.70
1891	907,141.59	169,673.75	1,076,815.34	8.71	1.13
1892	987,150.97	172,501.94	1,159,652.91	8.25	.80
1893	1,004,925.85	166,528.61	1,171,454.46	8.03	.78
1894	1,061,608.61	193,209.56	1,244,818.47	7.47	.78
1895	966,241.90	173,990.85	1,139,232.75	6.63	.78
1896	1,054,364.39	178,621.69	1,232,986.08	7.16	.72
1897	1,090,511.30	186,423.70	1,276,935.00	6.46	.76
1898	1,065,287.80	165,014.23	1,230,362.03	6.42	.74
1899	1,121,797.04	170,662.52	1,292,459.56	7.34	.98
1900	1,208,806.10	161,004.63	1,369,809.73	7.01	1.01
1901	1,189,471.91	207,122.70	1,396,594.61	6.98	.98
1902	1,304,655.71	287,454.62	1,592,110.33	7.40	1.09
1903	1,357,268.36	224,647.06	1,581,915.42	7.41	1.07
1904	1,472,652.02	257,226.61	1,729,878.63	8.15	1.10
1905	1,357,877.81	297,550.02	1,955,427.83	9.42	
1906	1,789,092.19	461,856.79	2,250,948.98	10.41	
1907	1,973,819.36	439,948.49	2,413,767.85	10.94	1.27
1908	2,122,378.37	514,744.06	2,537,122.43	10.90	1.87
1909	2,309,471.60	605,796.00	3,110,164.60	13.05	1.82
1910	2,708,367.19	478,715.47	3,187,082.66	12.49	2.09
1911	2,066,176.65	543,955.45	3,510,132.10	13.74	
1912			3,837,549.08	14.66	2.06

TABLE V.—*Assessed valuation of property.*

Years.	Value.	Years.	Value.
1838	\$15,564,000	1875	891,590,000
1839	23,283,000	1876	93,954,000
1840	22,011,000	1877	96,243,000
1841	24,119,000	1878	99,131,000
1842	22,302,000	1879	85,872,000
1843	21,090,000	1880	90,511,000
1844	19,940,000	1881	99,826,000
1845	20,769,000	1882	94,081,000
1846	21,159,000	1883	126,826,000
1847	27,178,000	1884	132,053,000
1848	28,904,000	1885	134,406,000
1849	33,406,000	1886	139,902,000
1850	34,935,000	1887	148,259,000
1851	42,938,000	1888	156,954,000
1852	41,000,000	1889	172,408,000
1853	55,433,000	1890	174,737,000
1854	63,699,000	1891	180,053,000
1855	65,479,000	1892	174,828,000
1856	61,290,000	1893	173,526,000
1857	88,549,000	1894	174,861,000
1858	100,146,000	1895	174,658,000
1859	122,455,000	1896	175,397,000
1860	120,475,000	1897	177,426,000
1861		1898	179,171,000
1862		1899	189,999,000
1863		1900	201,908,000
1864		1901	225,297,000
1865	88,723,000	1902	224,401,000
1866		1903	249,779,000
1867		1904	261,377,000
1868		1905	259,730,000
1869		1906	302,181,000
1870		1907	328,232,000
1871		1908	327,023,000
1872	101,803,000	1909	374,945,000
1873	104,560,000	1910	380,520,000
1874	87,663,000	1911	425,478,000

TABLE VI.—*Apportionment of common school fund, September 2, 1912.*

Amount on hand from various sources July 1, 1912	\$36,068.97
Received from proceeds of 3 mill State tax	1,184,494.27
Received from State lands (60 and 40)	20.69
Received from commissioner's sales and redemptions	34.16
Received from sales of sixteenth section lands	13,919.14
Received from 3 per cent interest on permanent school fund	34,035.00
Received from fines, anti-trust suits	15,750.00
Received from fertilizer fund	8,068.27
Total	1,292,390.50
Net amount apportioned (\$2.05 per capita)	\$1,236,613.30
State aid apportioned to high schools	50,000.00
Correction 1911 apportionment (Howard County)	63.58
Balance in Treasury unapportioned	5,713.62
Total	1,292,390.50
Total enumeration of children, 1912	603,226
Amount apportioned to each child	2.05
Increase in school population over 1911, 3 per cent or	17,477

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A WORKING BEE AT BAY LEAF SCHOOL.

CULTIVATING THE SCHOOL GROUNDS IN WAKE COUNTY NORTH CAROLINA

By ZEBULON JUDD
SUPERINTENDENT OF PUBLIC INSTRUCTION
WAKE COUNTY



WASHINGTON
GOVERNMENT PRINTING OFFICE
1912

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64769°—12

CULTIVATING THE SCHOOL GROUNDS IN WAKE COUNTY, NORTH CAROLINA.

THE SCHOOL FARM.

1. *What it is.*—The school farm is a small plat of ground at or near the public schoolhouse, cultivated by a volunteer association, in the interest of the public school. The usual size of the plat is 2 acres, the smallest is 1 acre, the largest 4. These farm plats are usually a part of the school-building site, which varies in size from 2 to 10 acres. In some instances, where there is not enough room on the building site, land is secured from some neighboring farmer, nearly always gratis. Wherever practicable, the board of education purchases additional land for the school farm, where more ground is needed.

2. *How organized.*—Sometimes the farm has been conducted through the organization of the school betterment association. Where there have been no such organizations, interested people have called a meeting, or the county superintendent of public instruction has presented the plan at some general meeting; those willing to cooperate have chosen a school farm superintendent.

3. *How worked.*—The farm superintendent is usually one of the best farmers in the school district. His judgment may be relied upon to fix the time and the frequency of the workings. Consulting as far as practicable the convenience of the members, the superintendent calls them together when there is work to be done. Certain of the work requires only a small number of workers for a short while. For such work the members are called by small groups alternately. Other kinds of work, such as chopping and picking cotton, require a large number of workers. Men, women, youth, and children come together in large crowds, and frequently finish the work in from one to two hours.

4. *What is planted.*—Several considerations determine the choice of what to plant. Preference is given to—

First, the crops best suited to soil and climate, because they give larger money returns, and because teaching the cultivation and harvesting of only such crops has practical value.

Second, those crops the cultivation and harvesting of which lend themselves easily to the labor of women and children.

On the Wake County school farms cotton has been planted more than all other crops combined. Some of the other crops planted have been wheat, peas, potatoes, rye, clover, corn, and tobacco. Tomatoes will be added to the list for the ensuing year.

5. *The purpose.*—The purpose of the school farm is threefold: First, to give the school a new meaning as a factor in the socialization of rural life; second, to vitalize school life by the introduction of new practical subjects, or by improving the method of teaching old subjects, or by both; third, to supplement the school fund.

6. *A typical "working" day on a school farm.*—On a crisp October Friday morning there was a quicker movement in the homes of the Enterprise School District. The three-room school building of the consolidated district had just been completed, and the teachers had been in the community several days already. On this particular day all "hands" gathered at the schoolhouse to pick the 4-acre cotton farm for the third and last time. By 9 o'clock the work was well under way. Among the pickers were the new teachers and the county superintendent and the president of the county school betterment association.

At half past 12 a bountiful dinner of hot brown barbecue and many delicacies was spread on the triangular table in the grove near the schoolhouse. After offering heartfelt thanks for the beautiful new school building, the abundant harvest of snowy white cotton, and the bright, enthusiastic teachers, all of which gave promise of a good school year, the repast was heartily enjoyed by all.

After a little rest the women and children returned to the picking and the men went into the grove to thin out the trees and to clear the ground of brush. These tasks finished, all gathered in the schoolhouse, where a few short spirited talks and some bright prophecies were made, a resolution of thanks to the school-farm superintendent voted, and a resolution passed to meet on the school farm again the following Monday morning to seed the ground in rye.

Some of the topics discussed at the school farm meetings are: The value of deep plowing, subsoiling, winter cover crops, the relative merits of fall and winter plowing, the analysis of commercial fertilizers and home-prepared manures, the best methods of selecting seed, the best methods of cultivating growing crops at their various stages of development, variety of soils, insects that harm growing plants, etc.

THEORY OF THE SCHOOL FARM.

The rural school, nonsectarian, nonpolitical, with its building and library and playground, should be a common rendezvous. Here, under general direction of teacher or some chosen head, children, youth, men, and women should find restful and helpful recreation.



A. NEW BAY LEAF SCHOOLHOUSE.



B. HOLLY SPRINGS PUBLIC SCHOOL.



A. CLEARING A SCHOOL YARD.



B. MAKING A CROP FOR THE BENEFIT OF THE SCHOOL.

In addition to the more formal school work, there should be a definite but easy plan for putting before the community interesting information on current topics and of conducting a course of study with a direct bearing upon domestic and industrial life.

The school farm was conceived to engage the instincts and impulses—human forces—which may be employed through the larger uses of the school plant. It was designed to aid the school in giving to the men and women of the community the opportunity, not to explore new fields, but to find new beauties and new values in the fields where lived their fathers and where they were born.

On one of his visitations among the schools the county superintendent stopped at Holly Springs, where the public school, owning neither house nor shelter, was conducted on the first floor of an old building which once answered to the name of Holly Springs Academy. The year before a few interested men had called an election to levy a special local tax to supplement the annual apportionment from the county. But the conservatives were in large majority. "Lack of faith in the educational process," said the superintendent, "is responsible for this failure on the part of our farmers to support the schools. Moreover, it accounts for the fact that with bounteous barns and comfortable homes these men cause 50 per cent of their children to stop school each year before reaching the third grade."

The superintendent called upon the president of the Holly Springs School Betterment Association and suggested the idea of cultivating 2 acres of a recently purchased 10-acre school site. The president, like the members of her association, was unaccustomed to labor in the fields, and so was somewhat taken aback at the suggestion. However, she promised to refer the matter to the association. She called a special session that evening, and the following day wrote: "The ladies are enthusiastic over the opportunity to do something for the school." Cotton was planted. The work was done in what has since been christened "school farm-working bees," the women and children doing the lighter, the men the heavier work. There was no charge for anything. Even the fertilizer was given. About 2 bales were made, and the crop was sold for \$118.28. Holly Springs now has a \$7,200 brick school building, four teachers, an eight months' term, three years of high-school work, a domestic-science class of 20 girls, a garden where vegetables are grown for the school kitchen, an active school betterment association, and a school farm increased to 3½ acres.

The next year there was no spread of the new movement. In 1909, 9 farms made \$1,152.16; in 1910, 11 farms, \$1,021.21; and in 1911, 14 farms, \$1,550.20. Last year (1911) the number of persons working on these farms reached the maximum, 2,136.

The movement has enlisted the interest of the people of the county, as is shown by their hearty response and the increased acreage and number of farms. The interest has gone further. The State agricultural society offers each year three prizes of \$25, \$15, and \$10, respectively, for the exhibit at the State fair by public schools showing the best methods of teaching agriculture. Several other counties in the State have adopted the school-farm idea.

The general purpose of the school farm was indicated at the beginning of this paper. More specifically, the school farm may be regarded as—

1. *A means of increasing the school revenue.*—The rural schools of North Carolina need better buildings, better equipment, longer terms, and better salaries for teachers. These can not be had without more money. In Wake County during the past six years about 50 schoolhouses have been built and equipped, most of them ranging in cost from \$2,000 to \$15,000. The county board of education usually pays one-half the cost of the buildings, the other half being paid by the school districts. Frequently the committee borrows a part of this sum from the State loan fund. This loan, with 4 per cent interest, is to be paid in 10 equal annual installments. Of the 35 white schools that have borrowed money for building, and would thereby have had their terms shortened, all but one have through volunteer funds made good the deficit and more. At that place the public school was supplemented with a private school. In many cases the salaries allowed by the county have been inadequate, and schools have been unable to pay their half of the necessary equipment. The needed money has been supplied out of these volunteer funds, of which the school farms have been one of the main sources.

2. *A means of socialization.*—On the school farm, where gather men, women, and children of every religious and political faith and of every social stratum, under conditions as nearly normal as possible and with perfect freedom, society is at its fusing point. Here new friendships are made and old ones strengthened. The best thoughts of the community, whether on sewing, cutting, cooking, raising poultry, house decoration, housekeeping in general, gardening, cattle raising, orcharding, farming in general, magazine and newspaper topics, rearing children, morals, or education, are here standardized and stamped as free currency.

3. *A means of teaching.*—Every year thousands of experiments are made at the experiment stations of the State agricultural colleges of our country, testing theories of agricultural practice. Many of the theories tested are found to be useless and untenable. Those that prove of value are printed as bulletins and distributed among our farmers.



A. PICKING COTTON ON A SCHOOL FARM.



B. A MEETING IN THE INTEREST OF THE SCHOOL.



A. BARBECUING CHICKEN.



B. THE MIDDAY FEAST AT A SCHOOL-FARM WORKING BEE.

The question then arises, How can this valuable information be made available to those most in need of it? For the present, and probably for many years to come, a very small per cent of our young men will attend the agricultural colleges. Only the better farmers read the bulletins. How, then, shall the information be brought to the poorer farmer? In this is the opportunity of the school farm.

One of the best read and most successful farmers in the community is chosen to superintend the school farm. The best farm implements in the community are used in preparing the land and in cultivating the crops. The best methods known to the superintendent are employed. The less intelligent and less successful farmer sees the practical and successful application of the best agricultural thought. He comprehends; he goes home; he applies. Thus the school farm with its superintendent becomes the point of contact between the farmer and taxpayer and the agricultural college and experiment station, which are supported by his taxes and for his benefit.

As soon as our revenue from taxes and school farms is sufficient we expect to employ men as principals of schools having farms and to place in their hands the general direction of the farm work. The work will be extended, and wherever practicable pupils will be encouraged to cultivate patches at their homes under the general direction of the principal. At one of the county high schools this plan was followed in 1911. The farm on the school grounds will then afford the means of instruction to the people in mass. On the home patch the pupil will try out for himself what he has learned at school.

4. *An aid to consolidation.*—School patrons need to be informed as to the needs of their school. The school-farm “working bee” affords the medium of communication between patrons and superintendent. Through conferences as to the best methods of operating the school farm, to which many patrons are able to make helpful contributions, and by touching elbows in the middle of the rows, a basis of sympathy and confidence is established. Suggestions of the superintendent thus made are more effective than a platform speech.

The one-room school has been the bane of the country districts. Reform has been difficult because convenience to the schoolhouse has seemed to the patrons worthy of larger consideration than efficiency of instruction. How can the emphasis be replaced if the school superintendent does not know his people and if the people have not learned to have confidence in both his disposition and his ability to direct their schools for their best service?

A “working bee” held jointly by the patrons of two adjoining schools afforded the superintendent a desired opportunity. He addressed the people on the desirability of consolidating these two schools with parts of two other districts, and of building one large

school where a richer and a higher course of instruction could be given. The effort was successful and consolidation was accomplished. The movement spread and seven other small schools with a total enrollment of 417 were consolidated into three. In these domestic science and practical farming are taught.

SCHOOL FARM FOR NEGROES.

In the two negro communities where the school farm was tried in 1911 for the first time, there has not been time for large results, but certain improvements are evident.

At Method, where two districts had been consolidated, the work on the school farm created an enthusiasm which aided in allaying feeling created by the consolidation, and two rooms were added to the building for domestic science, and the district's share of the cost was paid out of the farm receipts. The attendance increased from 58 to 89.

At Apex the receipts from the farm became the nucleus of a building fund, one-half of which under the law must be paid by the district, and a three-room building is now under construction. One of the rooms will be used for domestic science. The attendance could not be increased in the old building for lack of room.

At both Method and Apex the school farm is responsible for a healthier school sentiment.

FURTHER DEVELOPMENT OF THE SCHOOL FARM.

The number of school farms should be increased. Every school in the country should have a farm. This could be brought about with some attention and encouragement. An effective presentation of the movement to the people of a community usually results in its adoption. Stereopticon slides would be of great value.

The teaching feature should be strengthened. The school farm should be in every way a demonstration farm. Even in the ordinary rural schools, where a large farm, a barn, a kitchen, and well-equipped domestic science department can not be hoped for, there is no reason why there may not be special days for exhibits, with visiting experts to aid and direct the judging of stock, cattle, milch cows, the Babcock tester, corn and other crops, and also sewing and cooking.

With the aid of revenue from the farm, many of the schools ought to be able to build a teacher's home and to employ a man of broad training to conduct the school and have charge of the farm. He should so understand the life of the community that he could organize it and direct it. Problems of soil preparation, cultivation, drainage, mixing fertilizers, cattle and stock raising, dairying, gardening, canning, cooking, sewing, the care of children, personal hygiene, home sanitation, etc., should be added to the schoolroom topics. These would be particularly fitting for discussion on the public days.



A. WEIGHING COTTON AT THE MOUNT HOPE SCHOOL.



B. HAULING COTTON FROM A SCHOOL FARM TO THE GIN.

For certain phases of the teaching problem experimental plats should be provided. The methods of cultivation and the results from them should be very carefully tabulated. Certain other phases of the problem may be best handled through individual home patches. Here the work should be done under the supervision and direction of the school principal or school-farm superintendent.

Enriching country life and holding the people to the farm are problems in the solution of which the school farm is expected to aid. It has been stated that it is the gregarious instinct in men that causes the herding in cities, and that one of the means of relief is to provide for more frequent, more interesting, and more wholesome assemblages of people in the country. There should be provided in connection with the farm a playground for baseball, croquet, tennis, basket ball, etc., so that at intervals the whole community could come together and enjoy wholesome and helpful recreation.

The three lines of activity already started through the school farm—raising funds, teaching practical farm-life subjects, and socializing country life—need only to be extended and amplified to make the country school an effective means for preparing country boys and girls for a happy and contented life in the country.

Annual reports of Wake County school farms.

Schools.	Superintendents.	Number of acres.	Persons working.	Yield of cotton (pounds).	Cotton seed (bushels).	Value of product.
<i>Year 1907.</i>						
Holly Springs ¹	Mrs. G. B. Alford.....	2				\$118.28
<i>Year 1908.</i>						
Bay Leaf.....	Geo. B. Norwood.....	2	67	548	25	88.64
Holly Springs.....	Mrs. G. B. Alford.....	2	260	946	46	140.18
J. Y. Joyner.....	Geo. R. Parker.....	2	68	586	32	103.90
Cade Springs.....	L. C. Yeargan.....	1½	164	425	11	74.01
Rock Spring.....	Furman Jones.....	2½	300	1,400	80	250.00
Turner.....	Mr. Sauls.....	2		(²)		313.50
Mount Moriah.....	J. F. Pool.....	2	50	(³)		64.50
Pool.....	John Stephens.....	2	50	(⁴)		28.23
Mount Hope.....	Jas. Holder.....	1½	211	580	29	89.20
Total, 9 schools.....		17	1,170	4,485	223	1,152.16
<i>Year 1910.</i>						
Bonsal.....	E. P. Wiggs.....	3	107	700	36	119.50
Holly Springs.....	Mrs. D. F. Norris.....	2	155	776	45	134.73
Antioch.....	J. A. Watkins.....	2	150	515	25	84.39
Mount Hope.....	Jas. Holder.....	1	129	482	25	80.56
Judd Hill.....	F. J. Duke.....	2	48	425	24	75.65
Auburn.....	Russell Powell.....	2	83	282	17	47.60
Shotwell.....	L. L. Doub.....	2	60	300	18	54.00
Bay Leaf.....	R. C. Davis.....	2½	58	1,105	63	183.91
Enterprise.....	Calvin Smith.....	3½	100	750	45	130.87
Clements.....	M. Z. Pearce.....	2	43	350	20	63.00
Wakelon.....	G. M. Bell.....	2		(⁵)		47.00
Total, 11 schools.....		24	933	5,685	318	1,021.21

¹ Only this school had a farm in 1908, for which no report was made.

² 1,562 pounds of tobacco raised.

³ 60 bushels of corn raised.

⁴ 20½ bushels of wheat raised.

⁵ 50 bushels potatoes raised.

Annual reports of Wake County school farms—Continued.

Schools.	Superintendents.	Num- ber of acres.	Persons working.	Yield of cotton (pounds).	Cotton seed (bushels).	Value of product.
<i>Year 1911.</i>						
Bonsal.....	L. E. Rollins.....	2½	107	700	40	\$94.00
Holly Springs.....	Mrs. G. B. Alford.....	3	155	1,561	81	186.27
Oak Grove.....	H. G. Gulley.....	3½	200	1,474	76	167.92
Mount Hope.....	Jas. Holder.....	1½	104	668	34	77.00
Antioch.....	J. A. Watkins.....	2	120	820	45	92.12
Clements.....	A. H. Shearon.....	4½	100	1,470	88	187.00
Judd Hill.....	J. M. Jones.....	2	100	700	40	80.00
Pinehurst.....	J. S. Peebles.....	2	59	550	29	63.26
Shotwell.....	L. L. Doub.....	2	40	608	36	75.80
Bay Leaf.....	H. P. Thompson.....	2	88	1,244	64	139.76
Turner.....	J. W. Williams.....	2	10	(1)	.....	46.00
Enterprise.....	J. E. Franks.....	3½	240	1,623	96	202.30
Method (colored).....	Moses M. Williams.....	2	773	890	48	102.77
Apex (colored).....	Willis Wrancher.....	1½	40	360	21	46.00
Total, 14 schools.....	.....	33½	2,136	12,668	698	1,550.20

¹ 35 bushels corn raised.

BIBLIOGRAPHY OF THE TEACHING OF MATHEMATICS 1900-1912

By DAVID EUGENE SMITH and CHARLES GOLDZIER



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PREFACE.

Among teachers of mathematics throughout the world there has recently been manifested a notable increase of interest in all educational work. This interest is due in part to the present general agitation in every educational line, in part to the influence of such related departments as physics, in part to the increased demands of industry, and in part to the activities of the International Commission on the Teaching of Mathematics. One result of this interest is a great increase in the literature of the teaching of mathematics, and it seems desirable to present at this time what is at least a beginning toward a bibliography of the subject.

This bibliography has been prepared in part by Professor Charles Goldziher, of Budapest, Hungary, and in part by the writer. Professor Goldziher is a member of various learned societies, a privat-docent at the Polytechnikum at Budapest, the secretary of the Hungarian Commission on the Teaching of Mathematics, and a professor in the State Paedagogium at Budapest. He prepared an extensive bibliography of the recent teaching of mathematics while working at the University of Göttingen, and from this have been made such selections as seemed best to meet the needs of readers, and to it has been added a large number of titles, especially English and American.

The plan has been to include articles on the teaching of mathematics that have appeared since January, 1900, in the various periodicals to which teachers may have access, and to mention works that relate directly to the teaching of mathematics that have been published since that date, but to exclude textbooks. The work will be seen to fall somewhat short of its purpose in that it has been impossible for the authors, in the time at their disposal, to examine all of the literature in the various countries. Nevertheless, it has seemed best, in view of the approaching International Congress of Mathematicians of 1912, to make a beginning of this nature, to the end that others may have a basis upon which to work and that those who wish immediate information upon the literature of the subject may have material at hand to assist them.

The authors desire to recognize the debt they owe to Miss Caroline E. Seely, of New York, in the arduous labor of arranging the material.

DAVID EUGENE SMITH.

LIST OF ABBREVIATIONS.

- Assoc. Franç. de Grenoble.** (Association Française de Grenoble.)
Baseler Verhandlungen. (Verhandlungen der 49. Versammlung deutscher Philologen und Schulmänner in Basel, 1907. Leipzig, 1908.)
Bay. Zchr. für Realschulw. (Bayrische Zeitschrift für Realschulwesen.)
Blätter für Gymn. Schulw. (Blätter für das Gymnasial Schulwesen.)
Blätter höh. Schulw. (Blätter für das höhere Schulwesen.)
Boll. dell' Assoc. Mathesis. (Bolletino dell' Associazione Mathesis.)
Boll. Mat. (Il Bolletino di Matematica.)
Bull. de la Soc. Franç. de Philosophie. (Bulletin de la Société Française de Philosophie.)
Bull. des Sciences Math. (Bulletin des Sciences mathématiques.)
Bull. des Sci. Math. Elém. (Bulletin des Sciences mathématiques et physiques élémentaires.)
Bull. Soc. Math. (Bulletin de la Société mathématique de France.)
Congr. dei Prof. di Mat. (Congresso dei Professori di Matematica.)
Congr. fra i prof. di mat. delle scuole medie italiane promosso dall' Assoc. Mathesis. (Congresso fra i professori di matematica delle scuole medie promosso dall' Associazione.)
Congr. Int. dei Mat., Roma. (Congresso internazionale dei matematici, Roma.)
Congr. Int. des Math. (Congrès International des Mathématiciens.)
Das Hum. Gymn. (Das Humanistische Gymnasium.)
Encykl. der Math. Wissensch. (Encyclopädie der Mathematischen Wissenschaften.)
Jahresber. D. M. V. (Jahresbericht der Deutschen Mathematiker Vereinigung.)
Klein's Abhandlungen. (Abhandlungen über den mathematischen Unterricht in Deutschland, veranlasst durch die Internationale Mathematische Unterrichtskommission. Herausgegeben von F. Klein.)
Korrespondenzblatt. (Korrespondenzblatt für die Höheren Schulen Württembergs.)
Középisk. Math. Lapok. (Középiskolai Matematikai Lapok. Ungarische math. Schülerzeitung.)
Lehrp. und Lehrs. (Lehrproben und Lehrgänge.)
L'Ens. Math. (L'Enseignement Mathématique.)
Magy. Paed. (Magyar Paedagogia.)
Math. Natw. Blätter. (Mathematisch-naturwissenschaftliche Blätter.)
Neue Jahrb. (Neue Jahrbücher.)
Nouv. Annales de Math. (Nouvelles Annales de Mathématiques.)
O. K. T. K. (Országos Középiskolai Tanáregyesületi Közlöny. Berichte der Ungar. Mittelschulprofessorenvereinigung.)
Österr. Mittelschule. (Österreichische Mittelschule.)
Päd. Arch. (Pädagogisches Archiv.)
Päd. Bausteine. (Pädagogische Bausteine.)
Päd. Blätter. (Pädagogische Blätter.)
Päd. Jahrb. (Pädagogisches Jahrbuch.)
Päd. Psych. Studien. (Pädagogische Psychologische Studien.)
Päd. Sammlung. (Pädagogische Sammlung.)
Ped. Tidskr. (Pedagogisk Tidskrift.)
Phys. Zchr. (Physikalische Zeitschrift.)

- Polgáris. Közl. (Polgárisoklai Közlöny. Berichte für Ungar. Bürgerschulen.)
 Preuss. Jahrb. (Preussische Jahrbücher.)
 Rev. de l'Ens. des Sciences. (Revue de l'Enseignement des Sciences.)
 Schriften der physikal.-ökonom. Gesellschaft zu Königsberg. (Schriften der physikalisch-ökonomischen Gesellschaft zu Königsberg.)
 Schweiz. Päd. Zchr. (Schweizerische Pädagogische Zeitschrift.)
 Sitzungsber. der Berliner Math. Gesellschaft. (Sitzungsberichte der Berliner mathematischen Gesellschaft.)
 Unterrichtsblätter. (Unterrichtsblätter für Mathematik und Naturwissenschaften.)
 Verhandl. der G. D. N. u. Ä. (Verhandlungen der Gesellschaft Deutscher Naturforscher und Ärzte.)
 Verhandl. des III. Int. Math. Congr. in Heidelberg. (Verhandlungen des III. Internationalen Mathematiker Congresses in Heidelberg.)
 Weekblad for Gymn. en Midd. Ond. (Weekblad voor Gymnasiaal en Middelbaar Onderwijs.)
 Zchr. des Ver. deutscher Ing. (Zeitschrift des Vereines deutscher Ingenieure.)
 Zchr. für das gesamte kaufmänn. Unterrichtsw. (Zeitschrift für das gesamte kaufmännische Unterrichtswesen.)
 Zchr. für das Gymnasialw. (Zeitschrift für das Gymnasialwesen.)
 Zchr. für das Österr. Gymnasialw. (Zeitschrift für das Österreichische Gymnasialwesen.)
 Zchr. für das Realschulw. (Zeitschrift für das Realschulwesen.)
 Zchr. für Hochschulpäd. (Zeitschrift für Hochschulpädagogik.)
 Zchr. für lateinlose höhere Schulen. (Zeitschrift für lateinlose höhere Schulen.)
 Zchr. für Math. und Phys. (Zeitschrift für Mathematik und Physik.)
 Zchr. für Phil. und Päd. (Zeitschrift für Philosophie und Pädagogik.)
 Zchr. für Weibliche Bildung. (Zeitschrift für Weibliche Bildung.)
 Zchr. gewerbl. Unt. (Zeitschrift für gewerblichen Unterricht.)
 Zchr. Lehrmittelwesen und päd. Literatur. (Zeitschrift für Lehrmittelwesen und pädagogische Literatur.)
 Zchr. math. natw. Unt. (Zeitschrift für mathematischen und naturwissenschaftlichen Unterricht.)
 Zchr. phys. chem. Unt. (Zeitschrift für physikalischen und chemischen Unterricht.)

(In general, other titles are given in full, save where the abbreviations will readily be understood by English, French, and German readers.)

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II. MATHEMATICS IN THE ELEMENTARY SCHOOLS.

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By EDGAR EWING BRANDON
VICE PRESIDENT OF MIAMI UNIVERSITY



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PREFATORY NOTE.

This volume is the result of personal observation and investigation. During the latter part of 1911 and the first part of 1912 I traveled in almost all the countries of Latin America, studying the institutions of higher and special education. I visited practically all the universities and a great many normal, commercial, industrial, and agricultural schools, with the ambition of observing at first-hand their organization, administration, curricula, methods, and physical equipment. In addition to interviews with administrative officers, instructors, and students I gathered all the printed matter available, such as official reports, curricula, laws, and statutes of the institutions, historical notes, university and student publications, and statistical memoranda. Even for institutions not visited I have had access in most cases to original official reports. It would therefore be useless to append a detailed bibliography, since it could only be an enumeration of university annuals and similar publications.

In referring to universities I have consistently designated them by the name of the city in which they are located, although that is not always their official and corporate name. The ecclesiastical foundations of colonial times uniformly bore the name of a saint: San Marcos, at Lima; San Felipe, at Santiago de Chile; San Francisco Xavier, at Sucre, etc. In very few cases have the old names remained. Some institutions have received the name of the country, as the University of Chile; others the name of the city, as University of Cordoba. In order to avoid confusion and to indicate clearly the location of the institutions I have applied to each the name of the city.

In giving the cost of buildings and apparatus, the salaries of instructors, and in other cases when it is a question of money and prices, the figures uniformly indicate United States currency. It was not always possible to calculate accurately, since rates of exchange have varied in different years. The figures are designed principally for purposes of general comparison, and approximations were deemed sufficient.

The present treatise lays no claim to completeness. It is a general survey of the whole wide subject of higher and special education in Latin America, and is given to the public in the hope of conveying a comprehensive idea of Latin-American educational institutions and of provoking more detailed studies in an interesting field.

LATIN-AMERICAN UNIVERSITIES AND SPECIAL SCHOOLS.

PART I. UNIVERSITIES.

CHAPTER I.

THE FOUNDING OF UNIVERSITIES.

The Spanish settlements in America were provided with the means of higher education with celerity equal to if not greater than that shown in the English colonies. In less than a half century from the date of the first permanent settlement, schools for advanced education, as education was then regarded, had been established in due and permanent form, and by the end of the century there existed a chain of colleges or universities extending from Mexico and the West Indies to the southernmost colony of Argentina. From that time to the present, Spanish-America has been zealous in the establishment of institutions for training in the liberal professions, and during the past century Portuguese-America has kept pace with her neighbor. A brief survey of the circumstances under which the institutions were established is necessary to an appreciative understanding of their present status, methods, and accomplishments, since the motives for their foundation were as different as the eras that marked their birth.

The first universities.—As regards their foundation Latin-American universities fall naturally into three groups. The first comprises the colonial establishments. It is not easy to determine accurately the date of the old universities. Three events were all important in the early history of each institution, namely, the sanction of the church, the royal charter, and the actual inauguration of academic studies; the date of any one of these may be cited as the initial date of the institution. It is not surprising, therefore, that conflicting statements are found in authorities of equal value. The question is of little importance after all to the general student, since the variations are insignificant, and the date of the colonial universities may be stated approximately as follows: Mexico and Lima, 1551; Santo Domingo, 1558; Bogotá, 1572; Cordoba, 1613; Sucre, 1623; Guatemala, about 1675; Cuzco, 1692; Caracas, 1721; Santiago de Chile, 1738; Habana, 1782; Quito, 1787.

It is needless to look for individuality in these institutions. All owe their origin to the same influence, and their organization was essentially uniform. The church was the prime mover in their establishment, although influential laymen holding high political positions contributed notably to their foundation. The principal object of each university was to promote the cause of religion in the colonies by providing an educated clergy numerous enough to care for the spiritual welfare of the settlers and to further the work of evangelization among the natives. The central department of the institution was the faculty of letters and philosophy, through which all students must pass on their way to the professional schools. The latter were exceedingly limited in the colonial university. There was a department of civil and canon law, but the former was overshadowed in the ecclesiastical organization of the institution, and had to await the era of national independence before coming to its own. The university usually contained a professorship of medicine, but prior to the nineteenth century it was the medicine of the medieval school men, academic and empirical. The one professional school that flourished was the faculty of theology. It was for it that the university was created, and to it led all academic avenues.

Clerical in its origin and purpose, the colonial university was also clerical in its government. Theoretically the corporation enjoyed large autonomy, since it formulated its rules and regulations, chose its officers, and selected professors for vacant chairs. But this autonomy was largely illusory. The professors were almost exclusively members of the priesthood, and as such owed implicit obedience to the bishop, and, in addition, the election of officers and new professors required the confirmation of the prelate. University autonomy was, therefore, carefully circumscribed by church prerogative, and this equivocal form of government has been transmitted with little change to modern times, except that the State has taken the place of the church. Several universities of the colonial era owe their foundation to one or another of the great religious orders. In these cases the order equipped, manned, and directed the school, subject, of course, to papal authority and to the immediate oversight of the bishop.

The second group.—A second group of institutions of higher education sprang into existence in the era of national independence. After several abortive attempts extending over a period of 20 years, the University of Buenos Aires was definitely organized in 1821 by the consolidation of existing academies of law and medicine, and the erection of other faculties. In Peru the University of Trujillo was chartered in 1824, although not opened until 1831, and the University of Arequipa was founded in 1835. An institution was established at Medellin, in Colombia, in 1822. The famous Restrepo had conducted

classes in philosophy there as early as 1814. Even after its formal organization the school was conducted under several different names, and it was not until much later that it assumed the title of university. None of these institutions, with the exception of Buenos Aires, had at their inception or have ever attained a full complement of faculties. At the present time Arequipa maintains departments of letters, sciences, and jurisprudence; Trujillo, letters and jurisprudence; Medellin, medicine and jurisprudence. + In Brazil the university ^{and} form of organization did not find favor. Professional schools were ^{of medicine} established, each independently of the other. Schools of medicine ^{of law} were founded at Rio de Janeiro and Bahia in 1808, and law schools at Sao Paulo and Recife (formerly Pernambuco) in 1827. The failure to establish professional or other schools of higher learning in Brazil during the colonial epoch is perhaps due to closer and easier communication with the mother country than existed between Spain and her continental American possessions.

Development of legal studies.—In the university establishments of the second period the church had no part, at least not as an organization. It was to secular influence that the universities and professional schools of the early part of the nineteenth century owe their existence, and from the first they have depended upon civil authority, either local or national. In this same period the old universities were taken over more or less completely by the state, and in many added importance was at once given to the subjects of medicine and civil law. By their break with the mother country the Spanish States were thrown upon their own resources in matters educational. The continuous stream of governors, judges, administrators, and physicians that had flowed for three centuries from the metropolis into the colonies was suddenly arrested. The supply must hereafter come from native sources. Moreover, in the flush of newborn independence there was engendered an intense feeling of local pride and a determination to become self-sufficient in culture as well as in politics. The rapid extension of law schools, the increased importance ascribed to this branch of study in the older universities, and the dominant position it has ever since held in the Spanish-American university, is in great measure the result of influence that gathered and pressed upon the public consciousness in those early years of national independence. Society was to be reconstituted, a new government to be organized, colonial thralldom to be replaced by civil and political liberty. What nobler mission for the sons of a new commonwealth than to prepare themselves by a study of jurisprudence and political sciences for their country's service! While ancient principles of law still subsisted and court procedure remained much the same, new codes were made in the several States and republican ideals were substituted for monarchical traditions.

It was absolutely necessary for the young Republics to train their lawgivers, jurists, and public officials in the atmosphere of democratic institutions. National self-preservation demanded national schools of jurisprudence. Consequently, in the old universities, as well as in the newly created ones, the faculty of law and political sciences assumed such importance that it soon overshadowed the other faculties and came to be considered by far the most important department of higher education.

Medical studies.—The definitive organization of the medical faculty as a distinct department of the university dates also from the same period as that of law. It has been stated that the schools of Rio de Janeiro and Bahia were founded in 1808. The medical faculty of Guatemala places its beginning in the year 1804, Lima considers 1811 the date of its final organization, and Caracas counts from the revised statutes of the university in 1826. In Buenos Aires a school of medicine was founded in 1801 and enlarged in 1813. In 1821 it amalgamated with the new university. Political independence did not have the same overwhelming influence on medical studies that it did on the study of law, but separation from the mother country could not fail to encourage the development of local institutions in a subject so important as that of medicine.

The sciences.—At about the same period the department of mathematics, including physics and astronomy, was introduced into several universities. At first the department consisted of a single professorship, but with the advance of scientific study it developed into the *facultad de ciencias exactas*, embracing all physico-mathematical sciences. When it exists as an independent institution it is commonly called the polytechnic school, or the school of engineering. This latter appellation is often used even when it forms a part of the university, to the disregard of the official nomenclature *facultad de ciencias exactas*. The origin of this faculty owes nothing to political or national development, but is rather to be traced to the academic influence of the Encyclopédistes of France, who urged the importance of mathematical and scientific studies, and whose ideas were in great part incorporated into the French system of education under the First Republic, to be imitated later in the Spanish republics of America. In fact, it may be affirmed that the dominant influence in the educational life of Latin-American countries since their emancipation, as well as in their social and political life, has been French and not Spanish. The continuance of the monarchy and monarchical ideas in Spain, added to the animosities remaining from the war of independence, have kept the Spanish-American republics estranged from the mother country, while the advance of democratic ideas in France has appealed strongly to the New World democracies and led to a close imitation of the French in all social activities.



A. MUSEUM, LA PLATA, ARGENTINA.



B. NEW PALACE OF FINE ARTS, SANTIAGO, CHILE.



A. PRINCIPAL FAÇADE OF THE NEW UNIVERSITY BUILDING AT MONTEVIDEO.



B. UNIVERSITY OF CHILE, SANTIAGO.



A. PATIO IN THE UNIVERSITY OF CARACAS, VENEZUELA.



B. OBSERVATORY IN THE ALAMEDA, QUITO, ECUADOR.



A. UNIVERSITY OF CORDOBA, ARGENTINA.



B. PATIO OF SAN MARCOS UNIVERSITY, LIMA, PERU.

The third group.—Institutions of higher education which have been founded in recent times in Latin America owe their existence to a variety of circumstances and motives. The University of Montevideo, beginning with a law school in 1849, marks the final crystallization of Uruguayan nationality, and should perhaps be classed with the second group, although founded much later. A movement looking to the establishment of a university in Uruguay was started as early as 1830, and the institution was almost a fact in 1836, when internal dissensions caused the postponement of the project. The university contained no other faculty than that of law until 1876. In this year a school of medicine was organized, and in the following decade a school of engineering.

The proclamation of the Republic in Brazil in 1889, and the subsequent federation of its component States, have slowly wrought a change in the status of higher education in that country. The States are almost wholly autonomous. The federation is looser even than that of the United States of America. In matters of education the National Government is theoretically responsible only in the Federal District. Elsewhere public instruction is a prerogative of the respective States. It is true that the four so-called national schools of law and medicine have remained under the jurisdiction of the central Government and continued to receive their financial support from the national treasury, but this anomalous situation will be corrected by recent legislation. State autonomy, coupled with the rapid growth in wealth and population of many parts of Brazil, has made the principal State capitals centers of much more importance than they were in the days of the empire. Educational progress has followed material advance, and groups of professional schools have grown up in Bahia, Bello Horizonte, Sao Paulo, Recife, and Porto Alegre. Up to the present time there have been no universities in Brazil, the professional schools having remained independent faculties, but the new educational law enacted in 1911 favors the university form of organization, and it is possible that in each educational center the various faculties may soon consolidate.

Professional faculties in Brazil.—An enumeration of the professional schools organized in Brazil during the past two decades gives some idea of the interest shown in this form of higher education and the distribution of the different schools. A medical school (the third in the Republic), including departments of pharmacy and dentistry, was founded at Porto Alegre in 1899. A school of pharmacy has long been a regular adjunct of a faculty of medicine, and a dental school has lately been created in each of the old medical faculties of Rio de Janeiro and Bahia. Additional schools of pharmacy have been established at Belem (Para), Ouro Preto, Juiz de Fora, and Sao Paulo. The latter contains also a section of den-

tistry and is on the point of expanding into a complete school of medicine.

Law schools were founded at Rio de Janeiro in 1882 and 1891, at Bahia in 1890, at Bello Horizonte in 1892, and Porto Alegre in 1900.

The first scientific school of Brazil was founded at Rio de Janeiro as early as 1810, but for several decades it was a military engineering school only. After passing through several metamorphoses it finally acquired, in 1868, its present organization and the name of Escola Polytechnica. Several other engineering schools have recently been established—Recife, 1892; Sao Paulo, 1894; Porto Alegre, 1894; and Bahia, 1896. All have followed in name and organization the model of the one at the national capital.

Other foundations.—The foundation of such universities as that of Santa Fé, in Argentina, in 1890; of Guayaquil and Cuenca, in Ecuador; and of Los Andes, at Merida, in Venezuela, are due to local pride and ambition, coupled with difficulties of communication with older university centers. This latter consideration has led to the establishment of many independent faculties in Bolivia, where there are schools of law at La Paz, Cochabamba, and Potosi, and a medical faculty at La Paz, in addition to faculties of law, medicine, and theology at Sucre, the old capital. The latter in colonial times were combined, forming the old historic Universidad Mayor de Francisco Xavier, but are now independent schools.

Panama has not as yet established any school of university grade, but all the Republics of Central America possess colleges of law (in Nicaragua there are no less than three) and all except Costa Rica maintain medical schools. These institutions are of comparatively recent foundation except those of Guatemala, the old official metropolis of Central America under the colonial régime. They owe their origin to the dissolution of the Central American Confederation about the middle of the nineteenth century and the subsequent development of local nationalities.

Reasons for multiplication of universities.—There is an unmistakable tendency in Latin America to increase the number of higher educational institutions, although conditions economic and otherwise do not always warrant the new foundations. ¹New centers of population are zealous to complete their attractiveness by adding a university to their civic advantages. ²Regional jealousies and local politics contribute also to strengthen the movement. ³As indicated in a preceding paragraph, the natural barriers that divide many South American countries into distinct regions and the very great difficulties of travel and communication between the capital and the Provinces have sometimes led to the establishment of minor universities when the total university population and the financial condi-

tions of the country were inadequate to support more than one. The provincial universities of Cuzco, Arequipa, and Trujillo, in Peru; of Guayaquil, Cuenca, and the law school of Loja, in Ecuador; the two faculties of medicine and the half dozen faculties of law in Bolivia; the minor universities of Merida in Venezuela and Cartagena, Popayan, Medellin, and Pasto in Colombia, all owe their existence to the broken topography of the country as much as to local ambitions. The support of these provincial universities is a severe burden on the national treasury and presents disadvantages of an educational order, but the regions they serve are remote from the chief university center of their respective countries and their suppression would entail great hardship on the youth that frequent them. In many cases it would be a national misfortune. Bolivia has struggled with the problem, but to no avail. Professional schools have increased in number instead of diminishing. In her difficulties Bolivia has pointed with envy to Chile with her one central State university, unmindful that the latter country is beginning to feel the same influences and there is probability of the creation of two other institutions. Recent ministers of public instruction in Ecuador have inveighed against the plurality of universities, pointing out that for each student enrolled the nation expends annually \$350. The Andean Ranges that divide the country form an insurmountable argument in support of the existing system.

Another reason that operates for the establishment of provincial universities would be devoid of weight in the United States. In Spanish America a national capital exerts an indescribable attraction on the cultured and educated classes. Professional men prefer to live poorly, if necessary, in this center of social refinement rather than to enjoy opulence in a provincial town. Lawyers, doctors, and others whom a State has educated at great cost abound in the capital, while the countryside lacks necessary professional service. The young men who go from the smaller towns feel the lure of the capital with its large university so strongly that after graduation they remain there. The Provinces lack educated leaders and trained public servants. This is the reason ascribed for the foundation of the law school of Santa Fé, in Argentina, which has recently added other departments of instruction and promises soon to become a complete university. Neither great distance nor difficulty of travel separates it from the National University of Buenos Aires on the south or Cordoba on the west. In Chile this same reason, coupled with local city pride and the fear that the church might preempt a promising field to the exclusion of the state, has caused the foundation of schools of law at Valparaiso and Concepcion. The prediction is freely made that the latter will develop very shortly into a full-fledged university. In view of the relatively large university

population in Chile and the intelligent interest shown in education, there would be more reason for this additional institution than for some that now exist in other South American countries.

The situation in Central America is unfortunate. No one of the five small Republics is populous enough or rich enough to maintain a complete first-class university. A solution of the problem of higher education there might be found in the reestablishment of the old federation and the exercise of the policy of distributing the various branches of the Federal Government among the States in order to allay local jealousies, as has recently been done so successfully in British South Africa.

University of La Plata.—This university, but recently established, is unique both in spirit and in organization. The story of its foundation and an account of its policies and methods can be given only in outline, but deserve larger space.

In 1882 the Province of Buenos Aires transferred the seat of the provincial government from the city of Buenos Aires to the town of La Plata, distant an hour's ride by rail from the Federal capital. Local pride was stirred to the highest pitch of enthusiasm. The new city was to rival in beauty and in importance the national metropolis. A pretentious street plan was evolved, parks were established, boulevards stretched away in magnificent distances. The provincial government constructed fine public buildings, paved the streets, and provided modern systems of water, electricity, and sewerage. The town grew rapidly, but the lure of the great Federal capital only 30 miles away was very great, and in order to retain educated public servants and enhance the attractiveness of the new metropolis, there was established in 1897 a provincial university, embracing the faculties of law and social sciences, of physics, mathematics, and astronomy, of agronomy and veterinary medicine, and of chemistry and pharmacy. to which was added in 1900 a faculty of medicine. A practical agricultural and veterinary school was also affiliated with the university, while an extensive astronomical and meteorological station, and a splendid museum of ethnology and natural history completed the educational equipment.

This organization continued for eight or nine years. The number of students was always small. There could be but little academic spirit. The element of vigorous emulation was wanting. The Province lost its first enthusiasm for the educational enterprise, and as the institution was simply a miniature copy of the great university of Buenos Aires, there was no real need for its existence. As early as 1902 the Province began to relinquish its responsibility in favor of the National Government. At this juncture a band of Argentine educators, imbued with the spirit of pure scholarship, conceived the idea of converting the institution into a university more nearly approaching

the European and North American types. Through their influence the Province was induced to transfer the university with all its buildings, grounds, equipment, and endowment to the National Government. In 1905 the institution became the "Universidad Nacional de la Plata" and started out on a new career, under a very different organization and with changed policies. The school of medicine was wisely abandoned. The proximity to the University of Buenos Aires rendered futile the continuance of a professional school which required extensive laboratories, large chemical facilities, and great hospitals. The school of law was incorporated into the broader faculty of social and juridical sciences, in which law is but one section running parallel with a teachers' college and a college of philosophy and arts, while above the three sections is an advanced course leading to the degree of doctor. The engineering school is organized on a different plan from that usually followed in South America, and scientific study occupies a large place. The natural sciences, so called (chemistry, botany, zoology, geography, etc.), are grouped in one faculty that offers courses varying in length from three to five years, and the physical, mathematical, and astronomical sciences comprise another faculty with several lines of study ranging from two to six years in length. The school of natural sciences prepares pharmacists and professors of the respective sciences; the school of physical sciences prepares civil, electrical, mechanical, and architectural engineers, and professors of mathematics and physics. The pedagogical character of the university is very marked. Its avowed policy is to train scientists, scholars, and teachers, rather than lawyers, pharmacists, and engineers. Its aim is scholarly—not professional, and its organization is planned to produce this result. In the traditional university of Spanish America social sciences are studied only in the law school with the view of their application to jurisprudence; natural sciences are pursued only in the medical school for their bearing on medicine; and physico-mathematical sciences are found only in the engineering school. In the various faculties the tendency is to put the application of the science above the science itself. In La Plata the policy is exactly the opposite; the subject comes first, and, above all, scientific method is insisted upon whether the studies are natural, physical, social, or juridical sciences.

The institutions of higher learning in Latin America can therefore be classed historically as colonial and clerical, national and provincial. Every effort to understand their organization and spirit must start with the colonial type, since the national universities were originally but a secularized form of the old institutions. It is true that the emphasis was shifted from philosophy, letters, and theology to jurisprudence and later to medicine and science, but the organization remained much the same, while methods of instruction and the aca-

democratic spirit evolved but slowly. The same type of organization and the same ideals have passed into the provincial universities, so that these are only miniature copies of the larger educational centers. This does not imply that educational ideals have remained stationary since colonial times. It means simply that evolution has been gradual, that much of the old is still evident in the institutions of to-day, and that the present conditions, methods, and ideals can be understood and explained only by an acquaintance with the former types. In the University of La Plata only has tradition been disregarded, but even here it has unconsciously molded many policies.

CHAPTER II.

STUDENTS, STUDIES, AND DEGREES.

Enrollment.—The rapidly increasing enrollment in institutions of higher learning is a phenomenon as striking in several countries of Latin America as it is in the United States. The only difference is that in the latter country the faculty of letters, philosophy, and pure sciences shares in the increase, while in the former the drift is wholly toward the professional faculties. Chile, with a population of only 3,000,000, enrolls annually almost 2,000 students in the national university and upward of 700 in the Catholic University, a gain of 50 per cent in a decade. Argentina, with a population of 7,500,000, enrolls in her four universities 7,000 students, of whom about 5,000 are matriculated in the University of Buenos Aires alone. A quarter of a century ago the total university population was less than 800 and the enrollment at Buenos Aires 600. At Lima there are 1,100 students in the university and in the detached schools of engineering and agriculture, while the three provincial universities of Peru add about 400 more. In Brazil the number of law and medical students is disproportionately large, and the Government is seeking some practicable method of checking the constant increase. In the four greatest faculties of law (Sao Paulo, Recife, and the two at Rio de Janeiro) the annual matriculation approaches 3,000. The two national faculties of medicine (Rio de Janeiro and Bahia) enrolled last year 2,245 students in medicine, 461 in pharmacy, and 423 in dentistry. The lesser schools of law and medicine, located in the smaller centers and patronized by the States in which they are situated, will increase very considerably the number of students. Complete statistics to date are not available, but it is probable that in the entire Republic of Brazil there are no less than 4,000 students of law, and an even greater number in the schools of medicine, pharmacy, and dentistry. Other Latin-American nations in proportion to their population show a large student enrollment, and the number is everywhere a surprise when one considers the economic, social, and racial disadvantages under which some countries labor. It must be remembered, too, that the figures include only students of real university rank, since admission to the university or to the independent professional faculty is invariably based on the completion of the

secondary school curriculum. In fact the liceo diploma is not always sufficient in itself; some universities insist on their own examination in addition, not for the purpose of requiring more than the secondary school offers, but merely to insure that the preparation satisfies the university standard.

Secondary schools.—Secondary education in Latin America usually covers six years and is based on an elementary school course of equal length. In a few countries the elementary course extends over seven years, and in some the secondary school is reduced to five. The two school periods never exceed 12 years, and in some nations comprise but 11. It is not the province of this work to treat of secondary schools, but in order to define somewhat the university entrance requirements it may be said that the Latin-American high school offers less in mathematics and considerably less in laboratory science than the corresponding institution in North America, but, on the other hand, it regularly includes such subjects as psychology, logic, political economy, and philosophy. In very few countries are the ancient classics taught, but everywhere much importance is given to modern languages, and at least two are included in every high-school course that leads to the university. The secondary school curriculum is therefore comprehensive, and the student should enter the university possessing a reasonably broad mental vision. The age of the liceo graduate is about the same as that of the American boy when he finishes the high school. The Latin American is perhaps superior in breadth of vision, cosmopolitan sympathy, power of expression, and argumentative ability, but, on the other hand, perhaps inferior in the powers of analysis and initiative and in the spirit of self-reliance.

The university faculties.—The full complement of faculties in a Spanish-American university comprises letters and philosophy, theology, law, medicine, and science or engineering, to which is sometimes added agriculture. However, in many institutions the faculty of letters and philosophy has ceased to exist; in others it is, in reality, a higher normal college, as in Chile and Argentina. In Peru, although still of full university rank, this faculty has become to a considerable extent a special preparatory course for students of law, who are required to complete two years of work in the faculty of letters before they enter upon their legal studies. Generally, therefore, the Spanish-American university contains only professional schools. Of these theology, the first and most important in the old universities, has been almost everywhere eliminated. With the passing of the universities in the nineteenth century from the control of the church to that of the state, and with the ever-growing sentiment among the ruling classes in favor of complete separation of church and state, the faculty of theology in national universities no

longer offered sufficient guaranties for the orthodox instruction of the clergy. In its place, bishops founded diocesan seminaries for the training of priests, and the archbishop established a *gran seminario* for advanced study. The faculties were then left without students. Most universities retain, however, the empty name. Some note that the studies in this faculty are done in the archbishop's seminary and in States where the relations between church and state are still cordial, students from the seminary occasionally present themselves before the university faculty to receive the degree of doctor of divinity, but more often they go, or are sent by the prelate, to Rome to complete their theological studies and to receive there the final academic sanction. Taking into account these deductions, it will be observed that the university of to-day usually comprises in reality only the schools of law, medicine, and engineering. In many countries the department of agriculture is an entirely separate institution, but always of university rank.

Degrees and examinations.—The student is usually a bachelor of letters or science when he enters the professional school, since in Latin America these degrees represent the completion of secondary studies as they do in France and some other European countries. In many law faculties there is an intermediate degree of bachelor of laws, which may be obtained after about three years of study. It is a purely academic distinction, as it does not mark the end of legal studies and does not confer the privilege of practicing the profession. It is a traditional custom and is universally recognized as superfluous.

The final university degree in each faculty is that of doctor; Chile alone confers no doctorate or similar title of distinction, but grants a simple certificate of graduation with the corresponding professional title of *medico*, *abogado*, etc. In common usage, however, a physician in Chile is spoken of, and to, as *doctor*. In Central America the title of a law graduate is not *doctor*, but *licenciado*, following the old Spanish nomenclature, and despite the awkward length of the appellation, its use is required in formal address and in print.

The right to practice a profession is conferred by the university or professional faculty. The graduate may have some additional forms to observe, but they are only forms and imply no further examination. This usage, which differs from that of the United States, arises from the fact that in the latter country the university is merely a corporation chartered by the State for the purpose of instruction. In Latin America it is a part of the civil administration, and is empowered not only to instruct, but also to license professional men.

In countries where the doctorate is conferred in law and scientific faculties, it is not always synonymous with the professional title. The latter is *abogado*, *ingeniero*, *arquitecto*, or *agronomo*, while the doctorate of laws or sciences is conferred as the result of a second ex-

amination presupposing advanced and additional studies. In the law school, however, the student usually strives to become a *doctor* and can often win this degree in the same time that is allotted for the acquisition of the professional title. The University of La Plata is battling against this tendency in Argentina by compressing the regular law course into four years (instead of five or six years, as usually required) and demanding two additional years of strictly postgraduate studies for the doctorate.

The departments of pharmacy and dentistry everywhere grant only the professional titles of pharmacist (*farmaceutico*) and dentist (*dentista*).

In all departments of the university the degree or professional title is conferred only after an oral, public examination before a committee of the faculty, usually presided over by the dean, but in the smaller institutions by the rector. The examination may cover the entire range of studies pursued by the student in the department. A printed thesis is also required for the doctorate and usually for the lesser degrees and professional titles. Often the examination consists chiefly in the defense of the thesis. These examinations and degree-conferring practices have been inherited from Europe and have undergone little or no change for centuries. Although the final examination is comprehensive and may cover the entire range of studies, oral examinations are held at the end of each year in each subject, and a student can not proceed to a higher class unless he passes the examinations of the year. The year-end examinations are also held before a committee of the faculty. A student is passed (*aprobado*), conditioned (*desaprobado*), or failed entirely (*reprobado*). A conditional student is given the opportunity of taking another examination before the opening of the succeeding year. No tests are given during the year. Written examinations are not in favor. Occasionally they have been tried, but always abandoned. The oral examination conducted by a *jury* composed of at least three members of the faculty is the only form that satisfies students, professors, and parents.

Academic honors.—The title of doctor, little matter in what department it is earned, is highly esteemed in Latin America. Its possession confers social distinctions and, if it be in law, a decided political prestige. It was for this reason and in the hope of promoting democratic ideals that Chile abolished university degrees altogether. Notwithstanding this action, the prestige of a university education abides there as elsewhere. Sons of upper-class families are expected to study medicine or law whether they intend to practice the profession or not. In fact, a very large proportion do not, and either remain landed proprietors or devote themselves to some form of public life, politics, diplomacy, or journalism. The faculties of engineering and

agriculture do not receive the same uniform aristocratic patronage, and their degrees are considered less ornamental and more utilitarian.

Methods.—In all the faculties the lecture method is used almost exclusively, even in the first years, and there is no control of the student's application to study save the year-end examination. There are no quizzes, no mid-term tests, and promotion depends entirely on the oral examination. Even attendance at lectures is largely a matter of option. It is true that the university prescribes that a student absent from a certain proportion of lectures or laboratory exercises can not come up for examination at the end of the year, but as "reasonable excuses" for absence are admitted the rule becomes exceedingly flexible.

CHAPTER III.

UNIVERSITY ORGANIZATION.

In its internal organization and administration the Latin-American university has adhered closely to the traditional system adopted in the first ecclesiastical universities and copied by them from southern Europe. Within certain bounds it is autonomous, making its own internal regulations, defining the details of its work, and fixing its own requirements, providing they do not conflict with the national school laws. Every educational institution, whether university, normal school, or other special institution, has two sets of regulations. The one is general, defining the form of its organization, duties of its officers, scope of its work, and general scholastic requirements. This code is formed and promulgated by the executive authority of the State. The other set of regulations is for the internal government of the institution and is drafted by the institution itself. It must be in harmony with the State regulations, but can take into consideration local conditions. There is no intermediary between State and university, no board of trustees, curators, or regents. Officials and professors receive their commission directly from the chief executive, through the minister of public instruction. The rector, vice rector, secretary, and treasurer are either appointed by the Government, or, if elected within the university, the choice must be confirmed by the President of the Republic. Their terms of office are short; in some institutions they may be reelected or reappointed indefinitely, but more often the offices rotate among the professors. The internal government of the institution is vested in a council composed of two or three members from each faculty and presided over by the rector. The council is formed sometimes by election, sometimes by governmental appointment. Each faculty has also its council, presided over by the dean. In general it may be said that the smaller the State and the institution the closer the governmental control; in the larger universities it tends to become a matter of form. In spite of the direct and intimate dependence of the university upon the State, very rarely does political domination interfere with the legitimate functions of instruction.

Professors and tenure of office.—The final, formal appointment of professors is made in much the same way as that of the officers, viz,

election within the university itself and confirmation by the State. A common method is for the faculty to nominate through the rector to the minister of public instruction three eligible candidates. Sometimes the faculty has the right to indicate its preference. Once appointed, the professor is not removable except for neglect of duty or misconduct duly proved. The chair is spoken of as the property of the professor (*propriedad del catedrático*), a phraseology which has descended from an epoch when only few professorships were filled for life, the others being thrown open every few years and refilled after a competitive examination (*oposición*). In those days life tenure was an unusual honor, and a professorship *en propiedad* was a distinction. The distinction no longer exists, but the honorary phraseology remains. In many States of Latin America the tenure of the teacher's office is rigorously guarded, sometimes even to the extent of producing ridiculous situations. It is told that in one case a professor was duly appointed to teach a certain branch in a designated institution. Later the subject was discontinued in that school and the Government proposed to transfer the teacher to another where the subject was retained. He refused to be transferred, alleging that his appointment was for the designated school only; he appealed to the courts, the appeal was sustained, and the teacher has since spent his time pleasantly in Europe, while continuing to draw his stipulated salary.

Teaching hours per week.—In order to appreciate the position and duties of a Latin-American university professor, as well as the manner of his selection, some explanations are necessary, since in all these matters there is wide divergence from North American practices. First of all, it must be noted that in Spanish America a professorship is limited not merely to a single subject, but to *one single general course* continued throughout the year. If a subject runs through two or more years, each year constitutes a separate professorship and is usually taught by a different instructor. In some universities a class meets every day; in others, but three times a week. A professor's hours therefore are at the most six per week, more often but three. In the case of foreign professors "contracted for" abroad, and also for certain special professorships, especially in medical schools, the hours per week devoted to instruction exceed the maximum given above, but the statement in its generality is nevertheless correct. In those institutions where the three-hour course is in vogue, a professor may occupy two chairs, but this is unusual. So strong is the tradition in favor of single chairs that often the limitation has passed into legal statute.

No teaching profession.—The next consideration to be noted is that teaching in the universities is not a distinct profession. This may be the cause or the result of the regulation forbidding plurality of

chairs. In either case the condition remains to the serious detriment of higher education. Teaching but three, or exceptionally six hours, per week the professor's stipend is naturally too small to constitute a livelihood. There are, therefore, no professors, not even the officers of the institution, who devote their entire thought and activity to teaching. In the law faculty the teachers are practicing attorneys, judges, editors, or Government administrative officers; in the medical faculty they are practicing physicians, pharmacists, dentists, and amateur scientists; in the engineering school, practicing engineers, pharmacists, architects, and surveyors; in the faculty of letters and philosophy (where this faculty remains), lawyers, editors, and publicists. Where the faculty of science exists apart from the engineering school, the natural science chairs are occupied by pharmacists, the biological by physicians, and the mathematical by engineers. Arguments can be adduced in favor of filling some chairs in professional schools with men who are also engaged in the active practice of their profession, but the universal custom as followed in Latin America presents serious disadvantages. It is perhaps less fruitful of evil in the law school than elsewhere, and as this was the first of the modern secular faculties to be developed, and the real nucleus of the university, the custom of to-day is perhaps but the extension to other schools of a practice which, although pernicious in its present general application, was not wholly inappropriate in its original form. What is still more disastrous at present, and contrary to the basic principles of pedagogy, is the extension of the practice to the secondary school, as is the case in most countries. Here, too, the subjects are subdivided into many chairs, and the professors are drawn, according to the nature of the chair, from the various professions. They may and usually do know their subject, but as teaching is not their profession few make any effort to learn how to teach. The lamentable result is that pupils receive instruction in a form that frequently defies assimilation, and which fails to become education in the best sense of the term.

Duties of a professor.—The limited duties and responsibilities of a professor, compared with those of his North American colleague, are a natural corollary to his divided interests. He reports in the secretary's office before the daily or triweekly lecture and signs the roll as proof of attendance. The lecture given, he returns to his office and resumes the practice of his profession. He conducts no quizzes, gives no tests during the year, and consequently has no examination papers to engage his attention. At the end of the scholastic year he does duty on the oral examination commissions, and at times throughout the year he may be drafted for service at special examinations. In both instances responsibility is shared with two colleagues. Unless he is a member of the council in his faculty

or of the central university council, he has nothing to do with the administration of the institution, and even service on the councils is not onerous. The hour with the class is in no sense a recitation; the professor simply lectures, and beyond this he assumes no responsibility for the progress or application of his students. Repeating as he does year after year the same course, the professor has every temptation to stereotype his matter and even the form of its presentation. The system instead of producing specialists, which is the reason urged in its behalf, seems to tend rather to fossilize both the subject and the instructor. If the subject includes laboratory exercises, these are supervised by a laboratory director. The time, thought, and attention that the professor gives to the university and its work is therefore limited, and necessarily so, since the university claims little and pays accordingly.

Professional prestige.—On the other hand, the position confers a distinct honor on the holder, gives him prestige in his profession, and puts him before the public in a favorable light. It is a known stepping-stone to political preferment. For these reasons it is often possible to fill the professorial chairs with distinguished men from the very best families of the nation, who, if they are not primarily educators, yet possess a reputation for scholarship and general ability, and a prestige that dignifies the lecture room and commands the respect and often the admiration of the students.

Methods of choosing a professor.—The position of professor in a Latin-American university, his limited duties and responsibilities, the methods of instruction, and the importance given to examinations explain many points in the university organization and administration that appear anomalous to a foreigner. But upon no point do they throw more light than upon the system employed for filling a vacant professorship. These systems show considerable variation, but the principle upon which each is based is the same. Since the professor is not primarily a teacher, the question of scholarship is the only point considered, to the exclusion of teaching experience, personality, and didactic ability. Moreover, as the chair includes but one subject, or even a part of a subject, the scholarship test is limited to a narrow scope. It is specialization in the strictest sense of the terms.

An ancient custom.—The final appointive act is the prerogative of the Government, but the initiative usually belongs to the university. In no case does the rector or dean have the exclusive privilege of nomination, much less of choice. The form of procedure is derived historically from the old system of *oposición*, which operated as follows: Notice of the vacancy was published in accordance with a prescribed form, and the date was announced when applicants would be heard. The candidates assembled in the presence of the faculty

or a committee of that body and proceeded to examine each other in the subject for which a professor was sought. Each tried to propound questions that his rivals could not answer, but which he could readily resolve himself. Members of the faculty could also put questions to each of the candidates in turn. After this intellectual tournament, that candidate was chosen who had best parried the thrusts of his rivals and whose own intellectual armor exhibited the fewest dents.

A modified system.—This ancient procedure is now happily obsolete, but a modified form of the "opposition system" is still used in some Latin-American institutions. Candidates for the vacant professorship appear before the faculty at the same time, but instead of putting and answering questions each in turn presents a detailed program of the course as he would give it, enumerating the topics in the order he thinks they should be presented to the class and offering whatever remarks and explanations he may desire. Each program is criticized by the other candidates, also by members of the faculty, and the author is expected to defend his position. The candidate is then assigned a topic from his program and allowed a certain time, usually 24 hours, to prepare the lesson. This lecture is given in public, and the faculty, or a committee appointed by the faculty, judges the candidate's ability to present clearly, logically, and happily his subject. This system, while savoring much of the ancient *oposición*, gives some consideration to the pedagogical aspect of the question. Since a professor gives but one single course and the lecture method is the accepted form of instruction, it is important that the instructor have a logical program and a convincing address. The system, however, has grave defects, and its disadvantages have been tersely stated in a recent report of the rector of the University of Arequipa. He argues that the program submitted may not be original; at the best it must be modeled upon others, and in either case is no adequate criterion of the author's knowledge of the subject, while the oral lesson is more a test of oratory than of pedagogy.

A further modification.—Even this modified form of *oposición* has fallen into disfavor in the larger universities, and a further modification has been instituted. The candidates for a vacant chair submit to a committee of the faculty a record of their scholastic achievements, a list of their publications, and also a detailed topical program such as has already been described. There is no confrontation of the candidates. The committee is composed of those professors whose chairs are most closely related to the one to be filled. It examines the records, publications, and programs in private sessions and reports its findings to the faculty. The oral lesson is retained, but only the candidate whose scholastic attainments best



A. NATIONAL LIBRARY, RIO DE JANEIRO.



B. SCHOOL OF FINE ARTS AND ART MUSEUM, RIO DE JANEIRO.



A. OLD SEMINARY AT SAN JOSE, COSTA RICA.



B. BOYS' HIGH SCHOOL, RIO DE JANEIRO.



A. PATIO OF THE BOYS' HIGH SCHOOL AT LA PAZ, BOLIVIA.



B. THE NATIONAL COLLEGE, ASUNCION, PARAGUAY.



A. "SALON DE ACTOS," UNIVERSITY OF CORDOBA, ARGENTINA.



B. READING ROOM IN THE LIBRARY OF THE UNIVERSITY OF CORDOBA, ARGENTINA.

meet the judgment of the committee is invited to give the public lecture, which, in fact, is commonly regarded as a mere form—an empty tradition.

The substitute professor.—A further departure from traditional methods is observed in the tendency to apply the last-named procedure to the selection of the substitute professor (*el suplente*), who succeeds as a matter of course to the chair in case it becomes vacant. The substitute professor is a constant element in most Latin-American faculties, and the position is not in the least anomalous when it is remembered that the regular professor is lawyer, physician, engineer, or publicist, and that the exigencies of his profession may at times prevent him from fulfilling his duties as professor. These reasons make it advisable, if not absolutely necessary, to have another ready to take up the work. The substitute when chosen may not, and usually does not, have any regular duties. He simply holds himself in readiness to assume the class in case the *catedrático* through absence, sickness, or other reason is unable to give the lectures. The position is an honorable one in itself and places the occupant in a favorable position in case of a vacancy, even in those institutions where the succession is not fixed by university statute.

Government confirmation.—In all cases the successful candidate is still subject to confirmation by the State authorities. The recent reform of higher education in Brazil will make an exception there to this custom. The new Brazilian law grants to individuals and societies the right to incorporate for the purpose of founding universities independent of the State. The corporation, within certain well-defined and necessary limitations, can prescribe the course of study and the length of the term, elect the professors, and expend its revenue in the manner it chooses. The law puts higher education on much the same basis as in the United States and is in direct contrast with the older and prevalent Latin-American policy of governmental control and monopoly. The traditional custom has had the advantage of preventing the unlimited creation of professional schools, and Brazil may witness under the new law the foundation of mushroom medical and engineering schools lacking scientific equipment and granting unworthy certificates of graduation. Federations of sovereign States, such as Brazil and the United States, necessarily experience legal difficulties in establishing uniform national regulations.

Decentralization in the universities.—In enumerating the institutions of higher education in Latin America repeated reference has been made to both universities and independent faculties, and it was stated that some countries adhered to the first system and others to the second. As a matter of fact, this distinction exists more in

name than in fact, and everywhere the faculties are to a very large degree independent each of the other, and all of the central organization. The university is a loose federation of separate schools, and the larger it becomes the greater is the centripetal force.

In the North American University the administrative officers, a distinct from the professorial staff, constitute a strong element of unity. President, secretary, and registrar belong equally to all departments and give their entire time to the interests, scholastic and financial, of the institution. The president especially is a bond of union. He is a man of more or less eminence, an educational leader, an authority, not in a single line of letters, politics, or science, but in the broader field of educational and administrative policies. The Spanish-American university has a different type of organization. Its officials are little more than professors. They give but little time to the work of administration, because under the system there is little to be done. The rector is a lawyer, a physician, or a publicist, as are the professors, and the direction of the university is secondary to the practice of his profession. As he usually occupies the office but for a short term and then becomes simply one professor among many, he seldom acquires during his term as rector any additional prestige. Moreover, he is not expected to become an educational leader. He merely stands at the head of his colleagues for a short time and represents them before the State and the public. In many different ways the absence of a university president is a distinct loss in Spanish-American higher education, but in no respect more than in the unifying influence he might exert in the university organization.

Departments scattered.—Another decentralizing influence in the Spanish-American university is the material separation of the schools. No tract of ground was set aside for future buildings, and as the university outgrew its first home, faculty after faculty was transferred to other quarters, often in quite different and distant parts of the city. In the Universities of Montevideo, Buenos Aires, and Santiago no two faculties occupy the same building, and no two buildings are in the same part of the city. In other universities the same tendency is likewise noticeable, one or more faculties having been forced into other and often distant buildings.

The first always to develop the separatist tendency was the faculty of medicine. From the beginning, its practical work was done in the hospital, and many professors found it convenient to give their lectures there, in improvised classrooms. As laboratories were developed, special buildings were required for their installation, and a separate medical college was erected, if possible in close proximity to the hospital. Following the segregation of the medical school came that of the engineering faculty, accelerated also by the labora-

tory problem. If a school of agriculture was formed, it must necessarily be located in the country or in the outskirts of the city. Thus widely separated in distance, with students entering the different faculties directly from the liceo without passing through any common faculty of arts and sciences, the various schools had little in common, and it is not to be wondered at that they have grown apart. Each has its dean, who is a rector in parvo, each its secretary, its special library, and its student society. In the large universities the rector and general council do little in the way of general administration save proportioning the annual revenue among the various schools; in other matters the faculties exercise almost complete independence. The tendency is well illustrated historically. Sucre, once the seat of a noted university, now has only separate faculties. The same is true of Guatemala. During several years the University of Salvador was officially conducted as separate schools, and has but lately returned to the university form of organization. The ease with which the change is made from one system to the other shows how loose is the university organization.

Another condition that accentuates the separatist tendency is the lack of a real department of letters, science, and philosophy. A distinguished Chilean describing the University of Santiago writes: "Although the university charter contains all the necessary provisions to make of it a general scientific institution, it is, in fact, no more than a confederation of professional schools whose courses of study qualify the graduate for the profession of lawyer, engineer, etc." The professional schools have nothing in common, and there is no strong central faculty corresponding to the college of liberal arts in the United States.

Academies.—There exists in some universities, notably in Buenos Aires, an institution different in organization and function from anything in a North American university. In each faculty there is an "academy" composed of 25 members chosen among those professors who have served on the faculty council, or who have distinguished themselves in scientific or scholarly research. The latter class must have been in the service of the university not less than 10 years. Membership is for life and the society is self-perpetuating. The duties of the society are to study questions of university policy and advise the administrative officers; to discuss and report on administrative and scientific problems that may be submitted to the society; to maintain the standard of instruction in the faculty; to initiate reforms in the curriculum; and, in general, to strive for the betterment of the university. In so far as the academy touches the administration, it is merely an advisory board to the council. In matters of general scholarship, it is an academy in the ordinary sense of the term. In actual practice, it serves to connect the university

with the public, since professors who leave the chair for public service retain their membership in the academy. It advances the interests of scholarship by placing this ideal before professors; and, by the election of honorary members, which is one of its privileges, it enlists the sympathy of scholars in distant parts of the country and serves as a means of communication with learned societies in other countries.

Close relation between the university and secondary schools.—Universities have had no preparatory schools such as formerly existed in the United States and exist still in some localities. However, there was often a close relation between the university and the national liceo of the same city or town that made of the latter a preparatory department to all intents and purposes. In referring in preceding paragraphs to the frequent disappearance of the faculty of letters, philosophy, and pure science, it was stated that its place had been taken in a certain measure by the improved secondary schools. The theory that higher literary studies are not a subject for school methods—a theory developed in France at the time of the Revolution, and tersely expressed by Napoleon in the words: *Le goût et le génie ne peuvent s'apprendre. On comprend un cercle, un salon, même une académie, ou quelqu'un professe et disserte, tout cela s'applique non à l'instruction proprement dite et à l'exercice d'un état special mais à l'agrément de la société*, seems to have been imitated, or spontaneously evolved, in Latin America. The liceo is very generally looked upon as a department of higher instruction, especially if it is a liceo of the first grade, i. e., offering a complete course, covering the full regulation time, and entitling its pupils to the degree of *bachiller*. Very naturally the best institution of this grade is to be found in the capital, or other university towns, and often under the very shadow of the higher institution. Students pass from it directly into the professional faculties. There has not been, and very rarely is there to-day, any actual administrative bond between the two. Each has its own budget, its own officials and professors, and each depends separately upon the department of public instruction. But this mutual relation to the State creates in itself a certain bond, since in the minister's office one bureau is intrusted with both secondary and higher education, while to another is allotted primary and normal instruction.

Material contact.—Material circumstances, too, have served to connect the university with the local high school. In the early days of secular education, when the university was usually small and lodged in some old monastery taken over by the State, the liceo was naturally established in another part of the same vast structure. As the university grew and expanded it was the faculties of medicine and engineering that removed to modern quarters, while the second-

ary school remained and shared the old convent with the faculty of law and the remnants of the faculty of philosophy and letters. This condition has not yet entirely disappeared, and even where it no longer exists customs engendered by it have nevertheless persisted. Close proximity brought mutual relations. A professor in a faculty not infrequently occupied a corresponding chair in the liceo, and in the public mind both institutions were looked upon as of the same grade.

Movement in favor of preparatory schools.—In administration, however, university and secondary schools continued distinct. It is only recently that a tendency has developed in the university in favor of creating a special preparatory department. The movement is in no sense local, but the manner of effecting the reform has assumed different aspects in different States. Argentina was the first to give the movement tangible form. The policy was strongly advocated by the new University of La Plata, which was founded for the purpose of promoting in Argentina the modern spirit of scientific study, and not as a mere group of affiliated professional schools, as were the old universities. The faculty of La Plata contended that in order to foster scholarly ideals and to prepare its future students for the scientific studies of the university a special preparatory school was a necessity. Accordingly, in 1907, the department of public instruction transferred to the three national universities the liceos of Cordoba, Buenos Aires, and La Plata, to be conducted by them as preparatory departments, while at the same time retaining their character of national high schools.

The liceo of Cordoba, which adjoins the university, had always maintained a close alliance with the higher institution, and the official action of 1907 changed its position more in name than in fact. In Buenos Aires the situation was different, and the difficulties that arose retarded the actual transfer there until 1911. It was urged with reason that if the university required a special preparatory department, it would be better to create such a school; that to combine the two forms of education would denature both; and that the old national high school possessed a history that could ill be lost. In La Plata all was comparatively new, both liceo and university, so that no difficulty was experienced in the change of administration, and the preparatory department has from the first been a decided success.

A similar school for girls was established at the same time. The preparatory departments are not coeducational, but women are admitted to the university proper, and in some departments they enroll in large numbers. The two preparatory schools have their own principals, but these officials are responsible to the dean of the department of pedagogy, and the avowed object of the university is to use

the preparatory departments as model schools for its teachers' college. One of the ambitions of the university is to train teachers who will make teaching their sole profession; hence its large interest in its secondary school and its intense desire to make of it a model liceo in all senses of the term. In order to further enhance the utility of the boys' preparatory school, it has recently inaugurated on a limited scale the cottage system. Two cottages have been built, each housing about 35 boys, who live together as a self-governing community, each presided over by a "house father," who is at the same time a professor in the liceo.

As stated above, the three university preparatory departments are to retain the character of national high schools, and their studies are to be so ordered that a student may pass from any national secondary school into the corresponding class of the university school without loss of time or standing. This regulation prevents the universities from arranging the curriculum with the exclusive view of higher education, since the national high-school course is uniform throughout the five years. However, the universities have been permitted to extend their secondary school course to six years, and in the last year they arrange several parallel lines of study adapted to entrance into the various faculties of the university. Notwithstanding these concessions to the universities, the question is still unsettled in Argentina, and the faculty of La Plata at its last convocation voted in favor of a distinct intermediate course between the high school and professional studies.

The Chilean project.—In educational circles in Chile a project is under discussion for organizing a junior university which students may attend for two years following their secondary training. The object of the institution will be to prepare the student for the particular faculty in which he expects to matriculate. The school will have three or four separate and parallel courses; some subjects will be common to all and others will be designed to give special preparation in the line the student elects. This plan, if adopted, would correspond very closely to the practice which now obtains in the best American universities of requiring at least two years in the college before admission to the professional school. It is contended in Chile that for the two years spent in the junior university a corresponding reduction of time could be made in the professional schools without loss to professional training. A further argument in favor of the project is that many separate laboratories now maintained in different schools could be combined, which would result in greater efficiency of laboratory studies and in greater economy of installation and maintenance.

The Uruguayan plan.—Uruguay has already adopted a similar plan, but without attempting to reduce the length of the professional

courses. There, as elsewhere in Latin America, a strong effort is making to lessen the number of young men entering the liberal professions, and one of the means employed is to lengthen the time required to obtain a professional title. The Uruguayan reform goes into operation in 1912, but its provisions will not be retroactive, i. e., students who entered the national high school before 1912 will enter the professional faculties under the old requirements. Some years must therefore elapse before the results can be properly judged. The two years of additional studies, to be known as the National Preparatory School, will comprise three lines of study, leading, respectively, to the three faculties of law, medicine, and engineering. Some studies will, of course, be common to all. The faculty will be of university grade, but the work will be done in the national liceo of Montevideo, which occupies a block adjoining the university proper, and with its new building and complete scientific equipment is admirably adapted to inaugurate the new policy.

The problem involved in all these different projects and reforms is the same that has agitated American schoolmen and the public for the past two decades: Can the high school and the university preparatory school be successfully combined? In the United States the question has been tentatively answered in the affirmative, but there is always a likelihood that the vote will be reconsidered. In South America the question is apparently being answered in the negative.

CHAPTER IV.

UNIVERSITY BUILDINGS.

In the matter of material equipment there is a wide divergence of conditions in Latin-American universities. The first universities, founded by the church, adopted the European monastic type of architecture as well as of organization. When, in the nineteenth century, they became secular and national, the State appropriated the buildings as well as the institution, and studies were continued in the same monastic environment. The old monasteries were so solidly constructed and have resisted so well the ravages of time and the elements that many stand to-day as firm as three centuries ago, and still serve for some part of the university work.

Universities and faculties established in the era of national independence or in the decades immediately following were usually housed in monasteries confiscated by the State, and were often less fortunate in their location than the old universities. The latter possessed monastic quarters built for school purposes; the newer faculties were sometimes placed in convents that were not primarily designed for scholastic uses.

Modern buildings for medical schools.—During the past century there has been a fluctuating evolution toward modern conditions—an evolution controlled by the expansion of the university, by the resources of the State, and by interest in higher education. The old cloistered convents were not ill suited to the first studies pursued in the universities. The faculties of philosophy, letters, theology, and law could be conducted without serious disadvantage in the ancient monasteries, but with the rise of medical and scientific faculties not only the increased number of students and professors, but also the very nature of the studies, required enlarged and different buildings. The medical faculty was usually the first favored, and for it were built modern and commodious quarters. In some States this enlargement and modernization of the medical school buildings began a half century ago; in others it has come in the last decades. Even the smaller countries show a lively interest in medical education and have followed the general movement for providing the best material facilities. Uruguay has recently completed a magnificent medical college, built after the most approved plans and furnished with a thoroughly modern equipment. Salvador is building beside her

splendid hospital a home for the medical faculty of her university that will reflect great credit on that sturdy little Republic. In general, it may be stated that the Spanish-American medical college of to-day enjoys adequate facilities, and indeed some schools are almost luxuriously housed.

The engineering school.—The formation of a school of engineering, sometimes established as an independent institution, but usually developed from the faculty of pure sciences, demanded more space and different conditions than were afforded in the old university home. A separate building was the natural solution of the new problem, and in this way there frequently came another material growth in the university. The engineering schools can not boast of buildings as palatial as those of several medical faculties, but in all the larger universities they occupy separate quarters and possess the necessary facilities for the prosecution of their work. In those institutions where increase in numbers has not necessitated greatly enlarged facilities the ancient buildings are still much in evidence. The façade may have been changed to present a modern appearance, but within are vaulted roofs and cloistered patios indicative of the history of the building and even of the institution itself.

Notwithstanding the material progress that has marked the past few decades, the demolition of ancient structures and the erection of new ones, there are but few of the older institutions in which some remnant of monastic architecture may not be found. Even in such a thoroughly modern university as that of Buenos Aires it is not wanting. In the center of the irregular block of buildings that constitute the engineering school, surrounded by constructions of comparatively recent date, stands the thick-walled, arch-roofed chapel of a colonial convent, now used as a chemical laboratory.

Modern buildings.—The States have usually been generous in the material equipment of the universities. Interest in higher education preceded, as a rule, the development of primary schools. The first quarters of the universities corresponded adequately to the requirements of the times. With changing conditions the States responded whenever national resources permitted. In proportion to wealth and revenue, the expenditures for buildings and equipment for higher education during the past decades will compare favorably with that expended for the same purposes by North American Commonwealths. Few Latin-American universities have been the recipients of private benefactions. National or local governments have borne not only the current expenses of higher education, but have also provided the original equipment, which represents a very considerable sum. The value of the grounds, buildings, and equipment of the University of La Plata is estimated at \$10,000,000. The new medical school of La Paz was provided with a suitable building in 1909 at a cost of

\$60,000. A like sum is to be expended in the erection of the new pavilion of the medical college at Lima. Uruguay has appropriated \$240,000 for the College of Veterinary Surgery, after having just spent more than a million in new buildings for the National University and the Agricultural College. Thirty years ago Venezuela renovated the old university building at Caracas and added a new wing for the engineering department. More recently a new hospital and special laboratories for the medical school have been erected on the outskirts of the city. Mention has already been made of the new medical college building in Salvador. Some years ago the Medical College of Bahia, in Brazil, was almost entirely rebuilt and enlarged. The Law School of Recife has just taken possession of a magnificent structure. Sao Paulo has provided its Polytechnic Institute with a splendid building and material equipment. The National Government erected one new laboratory for the Medical College of Rio de Janeiro some years ago, and has just appropriated a large sum for the construction of a modern building on the site of the old convent that the school has occupied for a century. These are but examples of what the different Latin-American countries have done and are doing toward equipping their institutions of higher learning. The financial burden involved in this extensive plan of building appears even greater when it is known that the current expenses of the universities are large and the cost per student greater than in the State universities of the United States.

CHAPTER V.

BUDGETS AND SALARIES.

The Latin-American Republics believe so strongly in the efficiency of higher education that they are content to pay the cost however great, and both in proportion to the total revenue and to the amount expended for education of all grades, the sums destined for the universities appear strikingly large. In justification it can be urged that these institutions are something more than mere schools. On the one hand, they are administrative departments of the State, directing and controlling the professions, and, on the other, they partake of the nature of academies fostering general culture in countries where the agencies that make for culture are not as numerous or as pervasive as in older nations. Such functions deserve liberal support from the State.

Reasons for favoring the universities.—The fact that the universities are designed especially for the education of the upper classes is another reason that explains the liberality of the State. The same classes that govern the country profit most from the advantages of the university. However, selfishness is not the only motive for the liberality exhibited, for some States support just as generously institutions for the special education of the lower classes, such as trades and commercial schools. The explanation is rather to be sought in the paternal character of Latin-American government. Private and individual initiative are little esteemed. In every enterprise of importance the State is expected to take the lead. In a matter so transcendent as professional education (and, as previously explained, the universities are almost exclusively professional schools), no power but the State is considered worthy of leadership. Distrust of the church is another impelling influence. The ruling classes all pass through the university, and the Republics desire that they come to their task free from the bias of ecclesiasticism, which unfortunately is considered inimical to republican institutions.

Annual budgets.—The annual appropriation for the current expenses of university education in different representative countries will convey an idea of the generosity of the States in this branch of public instruction. Ecuador expends \$125,000, with an enrollment of 340 students. Argentina devotes more than two millions with a student enrollment of 7,000. This figure does not include the income

derived by the universities from endowments and matriculation and examination fees. The University of Buenos Aires expends annually about a million, and the University of La Plata a like sum. For the University of Chile the annual current expenses amount to \$375,000.

The three professional schools of the University of Montevideo, which enroll about 800 students, receive annually from the State some \$250,000, while for the agricultural and veterinary schools there is appropriated \$75,000 more. In Mexico the budget for the university at the capital alone in 1911 amounted to \$335,000.

Proportional cost and enrollment.—The cost per student is greater than in the State universities of the United States. This fact is explained in part by the virtual absence from the Latin-American university of the college of liberal arts, which in North America includes such a large proportion of the total student population. Professional schools, especially the schools of medicine and engineering, are more expensive both in equipment and maintenance than a faculty of arts. On the other hand, conditions of climate and temperature render the upkeep of the average Latin-American institution much less onerous, and as there is no campus another element of constant expense is eliminated. The fact that there are many institutions with a very small enrollment would tend to raise the average cost per student, but this disadvantage is counterbalanced by the other fact that most of the small institutions are schools of law only, and the law faculty is the least expensive to install and operate.

Large teaching staff.—The real explanation of what appears to be the excessive cost of higher education in Latin America is the form of organization. The personnel is too numerous, from servants and janitors through all the hierarchy up to the administrative officers themselves. The system of dividing instruction into small parts and assigning but one part to an instructor necessitates a large professorial staff, and even if the pay of each is modest the total cost to the institution is greater than if a few devoted all their time to instruction and were paid a liberal salary. In the schools of engineering and architecture of Santiago there are 400 students and 75 instructors. The schools of medicine, pharmacy, dentistry, etc., enroll some 700 students, while the teaching and administrative staff number about 140. And yet in this respect conditions are better in Chile than in many other countries. In the University of Guayaquil one-third of the total revenue is spent in administration, and with something fewer than 100 students there are no less than 18 professors.

Few teaching hours.—The conditions of instruction in the Latin-American university do not, however, arise from excessive salaries, but from excessive subdivision of the work and the little time that

is required of each instructor. Salaries vary enormously, not so much on their face however as in relation to the teaching hours. Usually they are estimated by the month, and payable for each of the 12 months. A few examples drawn from different countries and representative institutions may be instructive.

Professors' salaries.

Institution.	Salary per month.	Hours per week.
University of Guayaquil.....	\$100	6
University of Cordoba.....	120	3
University of Cuzco.....	50	6
University of Buenos Aires.....	120	3
University of Montevideo.....	100	3
University of Santiago.....	100	6
Law faculties of Brazil.....	250	5
	840	22

These figures are necessarily approximations, since in some institutions salaries are not uniform. In certain departments they may be higher than in others. There may also be a graduated scale of increase depending on the length of service. In a general table it is impossible to take into account all such details, but notwithstanding these reservations the figures are sufficiently accurate. In striking averages, no account has been taken of salaries paid to foreign professors contracted for by the Government for special service. These men receive much larger salaries and are supposed to give all their time to instruction, investigation, or administration; hence they fall outside the realm of the present comparison.

Some comparisons.—The small salary, the few hours devoted to teaching, the subdivisions in the subjects taught, and the tradition of but one subdivision to a professor are all interrelated parts of a system that seriously hampers university instruction. The professor is assigned few lecture hours, not that he may have time for study and independent investigation, but because tradition, or the law, forbids a plurality of chairs. In a small law school, such as that in the University of Cordoba, there are 2 professors of Roman law, 2 of commercial law, 2 of international law, 2 of legal procedure, and 4 of civil law, i. e., a separate instructor for each year that the subject is studied. If a professor were to confine himself to teaching as his only profession, the salary would be insufficient for a livelihood. He is not underpaid in proportion to the time he gives to the university, but he would be badly underpaid if he gave all his time and received no greater salary than at present. It will be noticed from the table above that in the larger institutions, located in important centers, the average stipend for a three-hour course is \$100. If the professor taught 10 or 12 hours (which may be taken as a low average in the North American State universities), a proportionate remuneration

would bring his annual salary to \$4,000 and upward, which is larger than in similar institutions in the United States. The Spanish-American universities have been slow to see that a teaching profession devoted solely to the one vocation would raise the standard of instruction and at the same time provide a body of scholars that would pursue independent scientific investigations and reflect credit on their countries in the learned world. Few scholarly and scientific works are produced in Latin America, partly because there are no men who can devote their entire time and talents to scholarship or science. The need of such work is felt, but the learned institutions have not shaped their organization in a way to make it feasible. In late years La Plata has done something by emphasizing the scientific spirit, but it is hampered in its struggle by the retention in large measure of the traditional practice of subdivided chairs.

The Uruguayan policy.—It has remained for the University of Montevideo to recognize the root of the evil and to inaugurate a different policy. A law promulgated in 1911 authorizes an increasing scale of salaries for those professors who devote all their time to scholastic pursuits and produce works or conduct scientific investigations of recognized merit. During a period of four years the salary will remain \$100 per month, as at present, but after that time it may be doubled if the professor meets the requirements of the law. A second increase of \$100 may be granted after a further period of three years, providing the professor continues scholarly work, and even a third is possible after another three years. It will be possible, therefore, for an instructor to attain after a few years a salary of almost \$5,000. It will be noted that the teaching hours are not increased; the premium is conditioned solely on "production," although it is stipulated that instruction must be satisfactory. It is reserved for the faculty itself to judge whether a professor meets the conditions of the law, and this decision is controlled by the university council and the rector. It is in this provision that the new policy is probably the weakest, and it remains for experience to show whether the regulation can be administered with justice and impartiality.

CHAPTER VI.

THE LAW FACULTY.

This department has constituted since the beginning of the nineteenth century the veritable nucleus of the Spanish-American university. It differs widely from the North American law school in methods, curriculum, and purpose. The difference is manifested in the very name of the department—Faculty of jurisprudence, as in Peru, Mexico, and other States, or faculty of juridical and social sciences, as in Argentina, Brazil, etc., or faculty of law and political and social sciences, as in Chile and some other countries. In very few countries is the official nomenclature simply “school of law.” As the various names imply, the institution is designed to be a school of wider range than the American law school, less practical and more educative, less professional and more philosophical. The predominance of the law school has in recent years been seriously challenged in the largest universities by the faculty of medicine. The enrollment and influence of the latter have increased in much greater ratio on account of the concentration of medical studies in one institution. Law studies, however, are pursued in all universities, not to mention the many separate schools of law. Another reason for the rapid growth of the great medical faculties is the existence of affiliated schools of pharmacy and dentistry. For these reasons the enrollment of students in the medical faculty of Buenos Aires is more than twice the number in law, while in Santiago and Lima the numbers are about equal. Historically, however, the law faculty enjoys a great prestige, and the legal profession is the most aristocratic of all callings.

Physical equipment and libraries.—In the matter of material equipment the law school is the least favored of all the faculties. Since its activities have not developed peculiar physical needs, it has either been retained in the original monastic quarters of the old university home or been relegated to a rented building that has no scholastic atmosphere and is often ill suited to the needs of the school. These undesirable conditions are liable to continue, for the desire of the Governments is to encourage scientific studies, and the moneys available for educational purposes are diverted in this direction. The law school is already too popular.

In one particular, however, the equipment of the law faculty is generally good. On account of its long history and the commanding position it has held, the faculty has in many universities accumulated a large library. The collections are frequently housed badly and lack proper classification and a ready catalogue, but the number of volumes is large, and, while it is in administration a department library, on account of the composite nature of the Latin-American law school it is far from being strictly technical. Literary works abound, especially the modern classics of all literatures either in the original or in translation. History is well represented. Philosophy receives large space. Works on economics, finance, and sociology have been added in large numbers in the past decades, while the dependence of Latin-American codes on the Napoleonic digest has led to the acquisition of great numbers of French works, both technical and general, on all phases of law.

Organization.—The variety in names applied to the faculty in different countries arises in part from the existence of two distinct forms of organization. In some States, as in Peru, for example, there are two coordinate faculties—the faculty of jurisprudence, the original school, with a five-year course embracing only legal and juridical studies; and the faculty of political and administrative sciences, with a three-year course comprising economic, constitutional, international, and legislative studies. In other countries, as in Brazil and elsewhere, the two faculties are combined, but very considerable importance is ascribed to subjects of economic and sociological import. The course of study in some countries extends over five years, as in a faculty of jurisprudence, but in others it comprises six. In 1909 the University of Buenos Aires revised the curriculum, retaining six years for the regular course, but adding a seventh for the doctorate of jurisprudence. Brazil has recently increased the law course from five to six years. In the past decade there has been manifest a general movement in favor of lengthening the law course. The limit has probably been reached in Salvador, where the term has been increased from seven to eight years. The avowed object was to render the study unattractive to young men and drive them into vocations of greater utility to the State. It was the same motive that prompted the last increase in Brazil and the additional year for the doctorate in Buenos Aires. The degree of doctor of jurisprudence has long been a special mark of aristocracy in Latin America. In 1912 Honduras forbade further matriculation in her law school for a term of two years, and Ecuador has seriously considered the advisability of closing the law schools entirely for a time.

Curricula.—While there is necessarily a considerable uniformity in the curricula of different countries, the differences that do exist are all the more noteworthy, since traditions and ideals have been the



A. GRADUATE SCHOOL FOR MEN, BUENOS AIRES.



B. VESTIBULE AND PATIO OF THE AMPHITHEATER OF THE NATIONAL PREPARATORY SCHOOL, MEXICO CITY.



A. THE PERNAMBUCO (BRAZIL) LAW SCHOOL, APPROACHING COMPLETION.



B. NEW BUILDING DESIGNED FOR THE LAW DEPARTMENT OF THE UNIVERSITY OF BUENOS AIRES, ARGENTINA.

Certain other courses uniformly found in the law schools are much less technical and special than their names would perhaps indicate. Roman law often becomes merely a study of the evolution of Roman institutions, an interesting combination of constitutional history and Roman daily life. Likewise, the course in the philosophy of law easily becomes a history of civilization. The utility of all these subjects for a student of jurisprudence is unquestioned, and no criticism of or excuse for their presence in the curriculum is intended. The purpose in enumerating here the subjects and analyzing their nature is merely to emphasize the large nonprofessional element in the Latin-American law curriculum. In the school of Buenos Aires it will be observed that fully one-third of the subjects are of this character. The decadence of the faculty of letters and philosophy in most universities is coincident with the development of a liberal curricula in the law school, but it would be difficult to prove whether this decadence was historically the cause or the result.

As constituted to-day the faculty of jurisprudence is almost as much cultural as technical. Unless a young man purposes to follow a scientific career, he will find in the law college a happy combination of liberal, legal, and civic studies that afford a cultured, civic training, and at the same time give him an honored profession that may be applied either in legal practice or in public life. The nature of the course, as well as social conditions, explains why so large a percentage of law graduates do not follow the regular practice of the profession. The proportion varies in different countries. It is commonly estimated at 50 per cent, but sometimes as high as 80. No accurate study has apparently been made of the question, and formal statistics have not been compiled.

Duration of studies and methods of instruction.—The composite nature of the curriculum accounts also for the length of the course. A minimum of five years (except in La Plata), extended to six in several countries and even to eight in one, is out of proportion to the time allotted to legal studies by most nations, and also out of proportion to the time prescribed for scientific professions in Latin America. The well-to-do students, who constitute the great majority, do not object to the long course, and the few who can ill afford to spend so much time in acquiring a profession can elect the shorter course of practical law and content themselves with the title of notary. As indicated by the curricula cited, the subjects are taken up in a leisurely manner; only three per year in Brazil, four in Argentina, and three in Costa Rica. The lectures to be attended each week are therefore usually 12 and sometimes not more than 9 (in Brazil, however, 15). As they are not followed by quizzes they may be more or less neglected by the careless student who can compensate for his everyday negligence by skillful "cramming" for the year-

end examination. Every course of lectures is supplemented by a printed *programa* enumerating each and all the several topics on which the lecturer will touch. This constitutes an invaluable syllabus for a diligent and inquiring student. By attending lectures with even a moderate degree of regularity, and by pursuing parallel courses of reading, the student can acquire during the long course of study of the law school great breadth of learning in both technical and liberal studies. On the other hand, the lack of control through recitations and through frequent quizzes encourages the careless student to neglect his opportunities and waste his time. As he almost invariably enters the law faculty directly from the secondary school, he possesses neither the age nor the experience in independent study consistent with the method to which he is now subjected. The "case system," or any modification of it, is not used in Latin America. Instruction is systematic and deductive.

The prominence of the lecture method, with the corresponding neglect of recitations and quizzes, has an influence beyond the law school in another branch of public education where its utility is less defensible. Many teachers of history, geography, literature, philosophy, etc., in the secondary schools are graduates of the law college. They are naturally prone to apply in the secondary school the same method of instruction in which they themselves were trained in their legal studies, and whatever may be thought of the lecture method in professional schools it is certainly ill adapted to schools of lower rank.

Advantages of the law curriculum.—The law school considered purely as a liberal arts college, as in fact it is for many of its students, presents a decided disadvantage in that it contains no studies in mathematics and in natural and experimental sciences. As at present constituted, it gives the student's mind but one bent, i. e., toward the so-called cultured studies. If he is not to practice law (and many do not), if his education is to fit him for useful service in society, this usefulness would be much enhanced by a training in which social sciences were more evenly balanced with experimental sciences, and especially by a more appreciative attitude toward scientific activities which are the basic element of industrial and economic progress.

Considered, however, as a law school or as a school of political science, the composite character of the curriculum presents many advantages. For the lawyer it tempers the asperities and technicalities of legal procedure with a broadening insight into social institutions, an ideal of social equity and a comprehensive conception of political organization and administration. For the future citizen and man of public life it limits Utopian theories by the knowledge of social evolution and the conservative influence of legal codes.

more interior connecting courts. The large edifice at Buenos Aires is in reality two buildings, since it was erected at different epochs, but although it has two entrances, the façades join and the several interior courts are connected.

In the matter of laboratory equipment conditions are good, and this is the more praiseworthy since the installation and maintenance of laboratories are matters of unusual difficulty. Apparatus and materials must all be imported; the genius of the people is not mechanical, and there is no general predilection for laboratory methods. But in the medical college, either the nature of the profession demonstrates to the student at the very beginning of his career the necessity of practical study, or his teachers succeed in convincing him of the advantages of laboratory experiment and first-hand knowledge. Laboratory study in the school of medicine has such an intimate connection with the practice of the profession that it appeals more strongly to the student than in the secondary school, or even in the engineering college. In many types of education laboratory exercises are simply cultural; in medicine, however, they are wholly practical. Whether it is for these reasons or others, it is an obvious fact that the Latin-American medical student approaches this part of his professional course in a different attitude of mind than that commonly exhibited by students in other schools.

The faculty regulates the practice of medicine.—The faculty of medicine acquires additional dignity and prestige from the fact that it is an administrative body as well as a teaching staff. In the latter capacity it conducts the year-end oral examinations, the final general examination, and passes upon the printed thesis presented by the graduate. Success in these tests secures for the student the academic degree of doctor of medicine. The same faculty as the representative of the State conducts the other examination that entitles the student to the privilege of practicing his profession. The faculty is therefore not subject to the humiliation that may fall upon a North American medical college when a State board of examiners, organized outside the college, rejects a good student and passes a poorer one. The monopoly enjoyed by the college excludes any motive for lowering standards. The faculty is also empowered by the State to make regulations governing the practice of medicine throughout the nation. It possesses therefore a threefold function; it teaches the student, examines the applicant, and directs the practitioner. Physicians educated abroad, or foreigners desiring to practice in the country, must also submit to examination under the same conditions as graduates of the school.

Preparation of professors.—No other profession in Latin America is so well educated. The genius of the race inclines toward liberal and artistic studies, and the physician has not only acquired a fair



A. SCHOOL OF MEDICINE, LIMA, PERU.



B. SCHOOL OF MEDICINE, GUATEMALA CITY.



A. PARTIAL VIEW OF THE NATIONAL COLLEGE AT RIO DE JANEIRO.



B. ANATOMICAL INSTITUTION, CARACAS, VENEZUELA.



A. MEDICAL SCHOOL, BUENOS AIRES, ARGENTINA.



B. CHEMICAL INSTITUTE, MONTEVIDEO, URUGUAY.

modicum of these in the secondary school, but his natural bent of mind and his position in society enables him to continue them in after life. His professional studies on the other hand are distinctly scientific and practical, while the practice of his profession develops psychological acumen and analytical power. This happy blend of cultural, scientific, practical, and philosophical study is not afforded by any other profession in Spanish America.

Moreover, no other profession is as eager for postgraduate study. A physician does not consider that he is entitled to first rank unless he has studied abroad, and a very great number continue at once, or early in their professional career, their studies in one or another of the noted schools of Europe. By far the largest number go to Paris, not only because of the excellence of its faculty, but also because they already know the language more or less perfectly. It is from the ranks of these ambitious practitioners that the chairs of the medical school are filled. It would be difficult to find a professor who has not done postgraduate study in Europe, and, as the going and coming is continuous, the latest ideas in medical education and practice are known in Latin America, and propagated by men who have seen with their own eyes. European theories and methods of professional instruction are consequently followed closely, and, as Paris is the school most frequented, the medical colleges are practically all organized and conducted after the French model. Chile alone has followed German methods, a fact due to the presence of several Prussian professors in the faculty.

Hospital facilities.—Another element that contributes to the excellence of medical studies in Latin America is the advantage of a university hospital. Many of the best schools of medicine in the United States are dependent for clinical faculties upon hospitals that are entirely independent of the faculty. This condition causes serious embarrassment and often prevents the student from receiving sufficient practical training. In Latin America the school and the hospital are both State institutions supported at public expense, and the most natural arrangement is to put at least one hospital under the direct control of the faculty, with the privilege of using others (where there are more than one) as the necessities of the school require. This permits professors to give much bedside instruction, and also makes possible a large amount of hospital experience for all students. Beginning with his third year the student is assigned certain daily duties at the hospital, and during the last two years he serves a practical internship.

Curriculum.—Nowhere more than in the curriculum of a medical college does a mere enumeration of subjects fail to give an adequate, or even an approximate idea of the value of the instruction. The spirit of the school, the laboratory equipment, the reputation and

skill of the instructors, and the facilities for studying and conquering disease are more important elements in establishing the standard of the institution than a mere list of studies. However, a few curricula selected from different parts of Latin America may perhaps aid in giving a just appreciation of medical training. They will, at least, emphasize the long term of years required for the profession and indicate the nature and order of the studies.

REPRESENTATIVE MEDICAL SCHOOL CURRICULA.

FIRST YEAR.

<i>Chile.</i>	<i>Peru.</i>	<i>Venezuela.</i>
Anatomy	Anatomy (descriptive)	Anatomy
Botany	Medical physics	Biological physics
Physics	Medical chemistry	Biological chemistry
Chemistry (general)	Medical natural history	Histology
Zoology	Clinic (surgical)	Microbiology

SECOND YEAR.

Anatomy	Anatomy (descriptive)	Anatomy
Histology	Analytic chemistry	Biological physics
Physiology	Clinic (surgical)	Biological chemistry
Embryology	Anatomy (general and microscopical)	Physiology
	Embryology	Dissection

THIRD YEAR.

General pathology	Physiology (general and human)	General pathology
Surgical pathology	Pathological anatomy	Surgical pathology
Medical pathology	Pharmacy	Practice of medicine
Biological chemistry	Clinic (medical)	Clinics (medical and surgical)
Pharmacy		
Bacteriology		

FOURTH YEAR.

Practice of medicine	General pathology	Medical pathology
Surgical pathology	Bacteriology	Surgical pathology
Medical pathology	Therapeutics and materia medica	Obstetrics
Therapeutics	Clinics	Clinics (medical, surgical, and gynecological)

FIFTH YEAR.

Clinics (surgical and medical)	General surgery	Medical pathology
Ophthalmology	Topographical anatomy	Tropical pathology
Hygiene	Practice of medicine	General therapeutics and materia medica
Pathological anatomy	Clinics (medical and surgical)	Hygiene
	Dermatology	Clinics (medical, surgical, obstetrical, and ophthalmological)

SIXTH YEAR.

Clinics (surgical, medical, and gynecological)	Clinics (surgical, medical, ophthalmological, and gynecological)	Therapeutical clinic and materia medica
Medical jurisprudence	Genito-urinary diseases	Medical jurisprudence
Obstetrics	Laryngology	Toxicology
		Clinics (medical, surgical, dermatological and syphilitic)

SEVENTH YEAR.

Genito-urinary diseases	Clinic of mental and nervous diseases
Dermatology	Obstetrical clinic
Gynecology	Pediatrics
Laryngology	Hygiene
Mental diseases	Medical jurisprudence
	Toxicology

Duration of studies.—The length of the course is always six or seven years, the longer term being required in Chile, Argentina,

Bolivia, Peru, Ecuador, and Salvador. In Chile the last year is devoted to specialization; in the other countries it forms part of the general course. In Peru the student is required to spend two years in the faculty of sciences after graduating from the high school before he enrolls in the school of medicine. During this period he studies general physics and chemistry, botany, zoology, and analytical chemistry. These studies are, however, much more theoretical than practical.

In regard to the hours per week and the relative amount of theoretical and practical studies, the schools show considerable variation. At Buenos Aires the total hours per week range in different years from 30 to 36. During the first two years there are 9 hours of lectures; the rest of the time is spent in the laboratories. During the third and fourth years there are 12 hours of lectures and clinics; during the fifth and sixth years, 18 hours; and during the last year practically all the time is given to clinics. At Bahia the average hours per week during the first four years are 25 and during the last two, 32. Throughout both periods theoretical instruction occupies about one-half the time. At Santiago de Chile it is more difficult to estimate the relative time given to the two forms of instruction, because the practical is combined with the theoretical in the class periods, which are more numerous than in the schools just mentioned, while there is much laboratory work in addition.

The subsidiary schools.—A faculty of medicine invariably includes the three related schools of pharmacy, dentistry, and midwifery. The faculty in Chile conducts also a nurses' training school. The profession of midwife is universal in Latin America, although less common in Brazil than in Spanish America. The school of midwifery at Santiago de Chile enrolls about 75 students and that of Buenos Aires between 80 and 90. At Montevideo, where there were but 229 students in the medical course in 1911, the enrollment in the school of midwifery was 38. At Rio de Janeiro, however, in the same year there were enrolled but 10, and at Bahia, 13. The course of study extends over two years, in a few schools over three, and requirements for entrance do not equal those demanded for other courses in the medical faculty.

Schools of dentistry have been established only in the past two decades. In many faculties they are just now being introduced. The course of study is almost uniformly of three years; in Brazil, however, it covers only two years. The growth of the schools has been phenomenal, and dentistry is everywhere a lucrative profession. Although a full secondary-school education is demanded for entrance, dentistry is far from enjoying the academic and social prestige of the medical career. It is regarded more as a business than as a pro-

fession, and suffers the disparagement common to all nonprofessional vocations in Latin America.

This is not true of pharmacy, at least not to the same extent. That is an older profession and is so closely allied to medicine that it shares some of its luster. Schools of pharmacy have a relatively large attendance. At Lima there are half as many students of pharmacy as of medicine; at La Paz, one-third; at Santiago, two-fifths; at Montevideo, one-third. At Buenos Aires, however, the ratio is much smaller, being but 1 to 9. The average ratio is 1 to 3 or 4. The entrance requirements are the same as for medicine, and the course of study is regularly three years. In only one or two instances does it include four.

Medical texts and libraries.—Professors in the medical faculties are almost all natives of the country in which they serve. To this extent medical education in Latin America is national. In only a very few schools, notably at Santiago, are there foreign professors, "contracted for" by the Government. However, as stated above, the vast majority of the professors have studied in Europe, and texts and reference books are very commonly in French. Few translations of French are used, since all students having come through the secondary school can read the originals with reasonable ease. Medical libraries are usually well stocked. However, in this day of rapid advance in medical science the number of books is a poor measure of a library's usefulness. The school at Rio de Janeiro possesses a library of 40,000 volumes; that of Buenos Aires, 32,000, including duplicates; that of Santiago, 7,000 in its working library; and other schools have collections in proportion to their size and importance. As every faculty publishes a medical review, it is able to acquire through exchange a large number of medical journals. Likewise, the practice of requiring a printed thesis from each graduate enables the college to exchange with others in all parts of the world that have the same policy. A very large proportion, probably more than 50 per cent. of the works are in French. The librarian of Buenos Aires, in a report published in 1911, states that of the 27,412 works consulted during the previous year 14 were Portuguese, 53 English, 211 German, 1,449 Italian, 4,821 Spanish, 7,148 Argentine, and 13,716 French. A similar report for the medical library of Montevideo gives the following results: German, 154; Portuguese, 231; English, 239; Italian, 1,243; Spanish (i. e., works in Spanish whether from Spain or Spanish America), 2,793; French, 5,816. These figures demonstrate the all-powerful influence of France in medical education in Latin America. The ratio of French treatises to those of other nationalities would be much the same in other countries.

Vacation schools.—The medical schools in Latin America are progressive and jealous of the good reputation of their graduates. In

countries of great distances and difficulties of communication, where centers of culture are few and far removed from the university, a country physician has little opportunity and less motive for continuing his studies and keeping abreast of his profession. In order to overcome this tendency to stagnation several countries, led by Chile, which has always shown itself enterprising in all types of education, have founded vacation schools for the country doctor. They are modeled after similar institutions in Germany and have met with considerable success, especially in Chile.

Two needed reforms.—Notwithstanding the progress it has made, frequently under adverse conditions, the Latin-American medical college is in urgent need of two reforms. The first is a better training in science and laboratory method on the part of the student before he matriculates. This desideratum is in a fair way of attainment by the proposed pre-university course already adopted in Argentina and Uruguay and projected in other countries. The other reform is a differentiation between the medical teacher and the medical practitioner. The best part of medical education in Latin America is the clinical instruction, where teaching and professional practice are necessarily combined; the weakest part is in such subjects as chemistry, bacteriology, zoology, etc., and in laboratory instruction. These chairs, like the clinical chairs, are filled by practicing physicians. Such courses could be better given by professional chemists, bacteriologists, etc., who could not only be greater specialists, each in his particular subject than is possible for a physician with a considerable practice, but who could give more time and supervision to the laboratory work of the students. Under the present system this part of instruction is relegated entirely to laboratory assistants, who are also physicians, but of less reputation than the head of the department, and the student is tempted to conclude that laboratory work is less valuable, since it is not important enough to claim the personal attention of the professor. The high standard of excellence attained by the medical faculty of Chile is no doubt due in large measure to the presence of several teaching professors (Germans) contracted for by the Chilean Government, who have taught the purely scientific subjects and exalted the rôle of the scientific laboratory.

CHAPTER VIII.

THE ENGINEERING FACULTY.

The Latin-American universities during the past quarter of a century have persistently struggled to confine theoretical education within its proper scope and to develop the practical side. The abstract element had held undisputed sway so long in the dominant faculty of law and social sciences that the battle was waged against great odds. In the teaching of law, long-established tradition and the nature of the subject, which lends itself easily to the lecture method, tended to retain the ancient habits of instruction. In the faculty of medicine much progress has been made. As shown in the preceding chapter, laboratory methods have been adopted everywhere and are in successful operation. To this faculty more than to any other is due the credit of breaking down the ramparts of tradition and bringing into the university modern ideas and modern methods.

Difficulties.—The faculty of engineering, which, both on account of its history and the content of its curriculum should be the most modern of all and the most practical in its methods, has had a severe struggle to free itself from the grasp of tradition and traditional methods. In Latin America certain forces which do not exist in the United States have operated to cause this condition. In the first place the ancient name of the faculty—a name that still remains as the official title—*Facultad de ciencias exactas*, was strongly indicative of the time when physics was simply theoretical and mathematical, and mathematics was pursued not for its practical application but as a form of logic and metaphysics. Derived from such an ancestry, it is not surprising that the engineering faculty should experience unwonted difficulty in freeing itself from abstract ideas and purely theoretical instruction. Another disadvantage which beset the engineering school was the old prejudice on the part of university students as a class against the rough work required in an engineering laboratory of the modern type.

Under these adverse conditions the Latin-American engineering school has developed with the greatest difficulty. The tendency to theoretical instruction born in the old faculty of exact sciences clung to the new school with deadly tenacity and was accentuated by the popular aversion to laboratory methods. Only as the spirit of commercialism and industrialism grew in Brazil, Uruguay, Argentina,

Chile, and Mexico, and in a lesser degree in the other States, did the engineering school begin to assume its proper position. With the recasting of society that is in progress to-day and with the patriotic fervor for national wealth and aggrandizement that actuates many States, this branch of professional education is at last growing in importance and efficiency.

Material equipment.—By favorable legislation and liberal appropriations many States have done everything possible to advance technical education. In Brazil no less than four new schools of engineering have been founded in the last two decades. The institutions at Rio de Janeiro and Sao Paulo have good buildings and fair equipment. The old School of Mines has been removed from its inaccessible location at Ouro Preto, and put at the provincial capital, Bello Horizonte, where it is easy of access and furnished with new buildings and additional apparatus. Within the past year Uruguay has given its engineering faculty additional facilities. In Argentina each of the three faculties is especially favored. At Cordoba the school has its own building and an almost independent organization. A number of German professors, specialists in engineering science, have been in the faculty many years. At Buenos Aires the facilities have been constantly increased, and the Government now projects an entirely new plant in another part of the city, where greater space will be available. La Plata has the advantage of its new installation and reformed curriculum. The annual budget of the school of Buenos Aires is much greater than the combined budgets of the faculties of letters and law. At Cordoba, for instruction alone, it is more than \$40,000. Chile has reserved the original university building in its entirety for the use of the engineering faculty and maintains a number of German professors to conduct the more technical branches of the work. In addition, the school of architecture has been detached and furnished with other quarters and special facilities. Almost one-third of the total budget of the university is devoted to this department. The Catholic University of Santiago also conducts a school of architecture and engineering. In Peru the school is independent of the university, has its own organization, separate building, large equipment, and valuable library. A new electrical laboratory was installed in 1911 at an expense of \$30,000. The annual budget amounts to \$50,000. Bolivia maintains no engineering school of university grade, but she expends \$30,000 annually on her Practical School of Mines at Oruro, and employs at a large salary a foreign engineer of note as its president. In 1910 the University of Bogota provided its faculty of engineering with a new building. At Caracas the school has its own building of modern construction and, like the faculty of Cordoba, is, in organization,

almost a separate institution. The smaller countries of Central America have found it impracticable to maintain engineering schools on account of the expense of laboratory equipment and the difficulty of securing competent instructors, and in its stead they send students abroad on scholarships. Mexico, during its four decades of industrial progress, gave much attention to industrial education, and besides the engineering school at the capital, with a budget of \$57,000 in 1910-11, there were other schools in the provinces.

Organization.—In 1911 Brazil formulated a new organization for the Polytechnic School of Rio de Janeiro, which has already been adopted by the school of Sao Paulo and will doubtless be followed by all the other institutions in the Republic. It prescribes three courses of five years each—civil, industrial, and mechanical and electrical engineering. The studies of the first three years are identical—mathematics, physics, chemistry, mechanics, geology, mineralogy, and botany form the bases of the work. The purely technical studies are reserved for the two upper years. There are no linguistic or literary studies. The last statement is equally applicable to all Latin-American engineering courses.

In all Spanish America, except Argentina, there is a marked uniformity in the organization of the engineering faculty and in the length, content, and arrangement of the various departments. The fact that in some instances the engineering school is an administrative unit within the faculty of exact sciences is of little import in understanding the work and is more form than reality. The engineering school directs the studies and confers the professional title of "engineer"; the faculty, composed of practically the same professors, confers the academic degrees in case the student aspires to these honors and passes the special examinations that entitle him to them. The engineering school comprises usually a department of surveying embracing three years, another of civil engineering embracing five years, and a third of mining engineering of equal length; in some, mining engineering is replaced by mechanical or industrial engineering. In the University of Buenos Aires, which offers civil and mechanical engineering, the time is extended to six years for the former. Some institutions have short practical courses of one, two, and three years in electricity, construction, etc. These sections must not be confounded with the industrial schools. They are of university rank, but do not lead to a degree or even to a professional title. Every school has also a section of architecture, which is one of its most important divisions and always has a large enrollment. The subject appeals strongly to the artistic genius of the race. So important is it that it practically forms a separate school, and in Chile has been given its own building and administration. The



A. POLYTECHNIC SCHOOL, RIO DE JANEIRO.



B. POLYTECHNIC SCHOOL, SAO PAULO, BRAZIL.



A. PREPARATORY SCHOOL, CATHOLIC UNIVERSITY OF SANTIAGO, CHILE.



B. MACKENZIE COLLEGE, SAO PAULO, BRAZIL.

course of study usually comprises four years, but in some institutions it is extended to five; in others reduced to three. It differs from the North American course in containing less mathematics, physics, and engineering mechanics and in devoting more time to the artistic side of the profession. The increasing popularity of the department is fully justified by the rapid upbuilding of such countries as Argentina and Brazil, where the profession of the architect is highly profitable. In some other countries, where there is no remarkable immigration, wealth is increasing and there is a tendency to replace the old with the new, in material things as well as in modes of thought, and social organization.

Curricula.—The many different ramifications of engineering, each with its different course of study, preclude the reproduction in a work of this scope of representative curricula of all departments, but as indicative of the work there is given below the course in civil engineering in three widely separated schools.

THREE CIVIL ENGINEERING CURRICULA.

FIRST YEAR.

Rio de Janeiro.

Analytical geometry
Descriptive geometry
Infinitesimal calculus
Laboratory physics
Drawing and graphics

Cordoba.

Higher arithmetic and algebra
Plane and solid geometry
Trigonometry
Physics (1st course)
Inorganic chemistry
Botany (Argentine flora)
Drawing

Habana.

Algebra
Analytical geometry
Trigonometry
Mechanics
Physics (1st course)
Geometrical and free-hand drawing

SECOND YEAR.

Theoretical mechanics
Inorganic chemistry
Elements of organic chemistry
Botany
Topography
Surveying
Topographical drawing

Algebra and analytical geometry
Physics (2d course)
Organic chemistry
Topography
Architecture
Topographical drawing

Calculus
Descriptive geometry
Inorganic chemistry
Physics (2d course)
Mineralogy and petrography
Geometrical and free-hand drawing

THIRD YEAR.

Special trigonometry
Astronomy
Geodesy
Applied mechanics and dynamics, kinematics
Theory of resistance of materials
Graphical statics
Geology, mineralogy, paleontology and elements of metallurgy
Projections and stereotomy

Infinitesimal calculus
Architecture (2d course)
Descriptive geometry (2d course)
Industrial physics
Structural designs
Geology and mineralogy
Qualitative analysis
Ornamental drawing

Theoretical mechanics
Geology
Surveying
Stereotomy, shadows, and perspective
Materials of construction
Drawing (topographical, structural, and architectural)

FOURTH YEAR.

Materials of construction
Resistance of materials
Solidity of constructions
Hydromechanics
Roads, bridges, and viaducts
Railway construction
Machine drawing

Theoretical mechanics
Engineering construction
Industrial chemistry and metallurgy
Hydromechanics
Geodesy
Engineering and surveying law
Hygiene and sanitation
Architectural drawing

Geodesy and topography
Roads, streets, etc.
Resistance of materials
Graphical statics
Machines
Drawing (topographical, structural, and architectural)

FIFTH YEAR.

Architecture
Public sanitation
Machines
Rivers, canals, harbors, and
lighthouses
Political economy
Administrative law
Statistics
Architectural drawing

Theory of machines
Agricultural engineering
Resistance of materials
Railway construction
Industrial electricity
Graphical statics
Projections and stereotomy

Railways
Bridges
Hydromechanics
Contracts, estimates, and en-
gineering law
Astronomy

SIXTH YEAR.

Machines
Applied mechanics
Railway administration
Bridges and roads
Plans and estimates
Resistance of materials
Harbors and canals
Machine design

Class and laboratory.—The relative amount of theoretical and of practical instruction for two of the leading schools gives additional insight into the character of the training given the civil engineer. The figures represent hours per week, and by "practical work" is meant laboratory practice, drawing, designing, etc.

Hours of instruction per week.

Name of school.	Course.	Year.					
		1st.	2d.	3d.	4th.	5th.	6th.
Buenos Aires.....	Theoretical.....	12	15	15	18	14	15
	Practical.....	17	14	12	11	12	15
Santiago de Chile.....	Theoretical.....	17	17	16	15	18	-----
	Practical.....	18	15	16	16	16	-----

In the Chilean schedule the hours of class and laboratory are practically equal. A considerable disparity is shown in the first and fourth years of the Argentine program. In the school of mines of the Catholic University of Santiago the class and laboratory hours are exactly equal—18 for each year. It will be observed that the student's schedule is heavy, as measured by the North American standard, ranging from 19 to 24 "credit" hours per week and from 27 to 36 in total time of class and laboratory. In this respect the comparison should rather be with European practices, where more instruction is given in class and less individual preparation is required outside. It should be remembered also that what are indicated as class periods are usually lectures only.

One will look in vain for shops in a Latin-American engineering school. The institution is not unknown or unappreciated, but it is not for engineers. In the industrial schools of Argentina and Chile shopwork in wood and iron forms the essential feature of the curriculum, and the schools possess good facilities for the work. But shopwork in the engineering faculty is considered out of place.

Enrollment.—The distribution of students among the different lines of engineering is worthy of note as indicating both the inclination of the students and the demand for the different callings. Reference has already been made to the popularity of architecture. In the engineering school of Chile one student in five is enrolled in this department. At Buenos Aires the number is one in seven, but in the smaller schools the ratio will probably average as large, if not larger, than at Santiago. The distribution of all students in the faculty of exact sciences at Buenos Aires was, in 1911, as follows: Civil engineering (6 years), 599; mechanical engineering (5 years), 25; surveying (3 years), 39; architecture (5 years), 122; doctorate in chemistry (5 years), 45; in natural sciences (5 years), 6; in physico-mathematical sciences (5 years), 3. The last course has just been inaugurated, and the enrollment represents only two years. Students enrolled for the various doctorates are probably preparing to teach. The prospect of Government employment is a strong incentive for pursuing certain courses in preference to others. This explains in part the preeminence of civil engineering. For work on harbors, streets, sewers, waterworks, and irrigation projects the national, provincial, and local governments are now in great need of competent engineers. Active railroad building in Argentina, both by the Government and private companies, is another incentive. The matriculants of surveying all expect official appointment. Few students intend to enter the field of industry. This is explained in part by the fact that most large industries are in the hands of foreign corporations, who usually import their engineers as well as their managing personnel. In Chile, where all railroads are State-owned, the output of civil engineers is largely absorbed by the Government for railroad construction. The same has been true to less extent in Brazil. The fact that outside of Government enterprises the large industries are everywhere in the control of foreign corporations, using their fellow countrymen in engineering capacities, is a serious disadvantage to the native engineer. It dwarfs his initiative and forces him into a Government bureaucracy. This reacts ultimately upon the engineering school, making of it a governmental agency for the preparation of certain officials, instead of enlisting it actively for the industrial development of the nation.

CHAPTER IX.

NON-STATE INSTITUTIONS.

The principle of free public instruction is firmly intrenched in all Latin America, and the Government cheerfully supports all grades of schools from the kindergarten to the university. The State does not, however, monopolize instruction. Church and private institutions are tolerated and often encouraged, not only morally, but also financially. In primary education the State schools are the more numerous by far. Except in a very few countries, this grade of education is but little fostered by religious societies. In Brazil there are many private primary schools conducted by individuals. Secondary education, however, receives great attention from the Roman Catholic Church and the teaching orders. Long-established tradition had maintained that this grade of education could best be given in boarding schools, and the church was especially well organized to conduct this type of school. Protestant societies also have bent their energies principally to secondary education. Higher education has been left almost exclusively to the State. In all Latin America there are perhaps not more than three non-State institutions which maintain professional schools (other than ecclesiastical) or a college of liberal arts in the sense that the word college is used in the United States. The reasons for the abstention of the Roman Catholic Church from this grade of instruction are two: First, the rise of the secular faculties of civil law, medicine, and, later, engineering, which became governmental administrative corporations as well as teaching bodies; second, the decadence of the faculty of letters and philosophy and the substitution for it of the enlarged curriculum of the liceo. Excluded from the secular faculties and the State universities, the church directed its energies to the new form of high school and to the episcopal seminaries that rose in the place of the old faculty of theology.

The three non-State institutions are worthy of special notice not only because they form a class apart, but because each has a peculiar history and differs radically from the other two.

Colegio de Nuestra Señora del Rosario.—This institution, founded at Bogota in 1664, has preserved, at least in its outward forms, the marks of the era of its foundation, and corresponds more closely to

the colonial university than any other institution in Latin America. It was never a university in name, but had the power of conferring degrees in civil and canon law, medicine, theology, and philosophy and letters. At present it retains only the faculty of philosophy and letters, but to this extent it is of university rank, and is so recognized by the State. The University of Bogotá possesses faculties of medicine, law, and engineering, but in letters and philosophy the Colegio del Rosario has no rival. Theology has been transferred to the archbishop's seminary. The Colegio maintains two courses, the lower affording preparation for entrance to the professional faculties, the higher leading to the degree of doctor of letters and philosophy. It is an institution that corresponds in the form of its organization to the colleges of Oxford and Cambridge. It has its fellows, scholars, and commoners, all of whom live in the college. There are also day scholars. Also a school of Law.

The college is autonomous, chooses its own officers, faculty, and fellows, and regulates its budget, requirements, and curriculum in accordance with its original constitution and by-laws. The latter were revised in 1893, but more in form than in substance. The only check on the autonomy of the institution is the veto power held by the President of the Republic on the choice of rector. The faculty is selected by the ancient method of *oposición*, and always from alumni of the college, if possible. At the time of its foundation the Colegio del Rosario was handsomely endowed, and during the colonial period it was far-famed for both the excellence of its instruction and its distinguished alumni. Later came dark days. The charter was violated, the endowment dissipated. Finally, the Government recognized its responsibility in the material disaster that had overtaken the institution through civil strife, and restored in part the revenue by the issue of treasury certificates on which it pays to the college a fixed interest.

The Catholic University of Chile.—If the Colegio del Rosario is a religious college of the olden type of organization, the Catholic University of Chile is a church school of a distinctly modern pattern. It has no history connecting it with colonial times. Founded as late as 1888, in one of the most progressive commonwealths of Spanish America, organized after the same model as the State university, and preparing its graduates for secular vocations, it is the one example in South America of modern and local non-State initiative in higher and professional education. The government of the institution is vested directly in the church, which names the rector and confirms the appointment of professors, deans, and other officers. The financial administration also is directed by the ecclesiastical authorities. The institution therefore enjoys little autonomy, but its financial pros-

perity is assured, since the church is pledged irrevocably to its support. It has received also considerable endowment. A splendid building, situated in the principal avenue of Santiago, is in process of erection. In the wing already completed is located the preparatory school. The work of the university proper is still carried on in a building situated in the heart of the city.

Four departments are in operation—law, engineering, architecture, and agriculture. The last-named faculty is in reality two distinct schools, the theoretical and the practical. The theoretical studies cover three years and are followed by a year of practical application, which is done on a farm near the city. The engineering school offers two causes—one in civil, the other in industrial and mining engineering. The first is five years in length, the latter four years, and both correspond very closely to the corresponding courses in the State university. The course in architecture also covers four years.

The Catholic University of Santiago is thoroughly modern in its equipment and general methods. Its material resources have steadily increased, and the new buildings will give it unrivaled facilities. While from a material point of view it is a disadvantage to duplicate the work of the State university, from the point of view of efficiency the presence of two rival institutions in the same city is a decided stimulus to both.

Mackenzie College.—The third non-State institution of higher education is located at Sao Paulo. In its origin and organization it is exotic, and yet through a generation of usefulness it has become a part and parcel of the new Brazil. For more than 40 years there has existed in Sao Paulo a group of primary and secondary schools founded and administered by North Americans. In 1886 an advanced course of collegiate rank was formed, and four years later it was incorporated with the University of the State of New York. The purpose of the founders was to maintain an institution of higher learning patterned after the North American model for the benefit of Brazilians preparing to do postgraduate study abroad or engaging in industrial and commercial pursuits at home. The faculty is composed largely of Americans, Canadians, and Englishmen. Besides the preparatory course, with its parallel divisions of classical, scientific, and commercial studies, there is the college of liberal arts containing also three sections—classics, general sciences, and civil engineering. A section of agriculture is to be organized next year. There are both day students and boarders. The dormitory privileges are reserved for students whose parents do not live in the city. Women are admitted to the college, but as day scholars only.

The history of the college has been one of continuous expansion and of adaptation to the growing needs of the country. It possesses

a large campus in one of the best parts of the city, several good buildings, and a farm in the suburbs, which is to be the seat of the new department of agriculture. The primary schools, which were the starting point of the college, are located in other parts of the city. They are not a part of the college, but are feeders to the preparatory department. To Mackenzie College is due in no small measure the general interest manifested by the State of Sao Paulo in public education and her preeminence in this particular among the States of the Brazilian federation.

PART II. SPECIAL EDUCATION.

CHAPTER X.

NORMAL EDUCATION.

A normal school in Latin America is an institution of secondary-school rank. The entrance requirements are never more and very frequently less than those of the regular high school (liceo). In length of term it corresponds also very closely to the secondary school, and it will be observed from the sample curricula given later that the studies, except the strictly professional subjects, are much the same as those of the high school. The institution is in fact merely a normal high school, repeating the academic subjects of the secondary school, with the addition of courses in methodology and of opportunities for practice teaching in the annexed model school. The purpose of the normal school is, therefore, to train teachers for the primary school only. Some graduates secure posts in the lower grades of commercial and secondary schools and through energy and persistence rise to higher positions in the educational system, but, generally speaking, a normal graduate, whether boy or girl, is limited to the common schools. This fact binds the normal school to elementary education and puts a broad chasm between it and regular secondary education and the university.

Admission.—Although the requirements for admission to the normal school are never more than the completion of the State elementary school, or an equivalent examination, the age of the pupils is 14 and upward. Many schools, especially the boarding schools, prescribe a minimum age of 14. The course of study begins very frequently with a "preparatory year," during which period few new studies are introduced; the pupil reviews all the important branches of the elementary school, and is tried out, as it were. If the outcome is not satisfactory to the administration, if the pupil does not show sufficient aptitude for the more advanced instruction, he is dissuaded from proceeding. The preparatory year is justified on the ground that instruction in the lower schools is necessarily very unequal, since some schools are located in towns of considerable importance and others in remote villages. The environment of the children, there-

fore, differs widely both in home and in school, and it is but natural that the educational product should show corresponding inequalities and variations. The first year is expected to mold the newcomers into a responsive and harmonious class. There is, however, another explanation of the *año preparatorio*. It is not only in the United States that teachers in higher schools have a certain disdain, conscious or unconscious, for work done below their own grade. High-school teachers criticize the teaching in the grades, and college faculties will rarely admit that students come to them well prepared. This same educational distrust is prevalent in Spanish America, and not only normal schools but many other special schools begin with a preparatory course.

Course of study.—The curriculum covers a period of years that varies considerably in different countries. The extremes are three and seven years. The usual length of time is four and five years. In Argentina it is four years; in Chile, five; in Brazil, three and four; in Salvador, three; in Uruguay, four; in Costa Rica, seven. As the primary normal is but a specialization of secondary education the length of the course does not depend so much on the amount of professional training as upon the amount of academic instruction that is included in the curriculum.

It is often difficult to estimate the normal course by years. In some schools the professional studies are introduced in the very first year; in others two or three years are occupied with purely secondary studies, and the specific normal subjects and practice teaching are confined to the last year. Especially may this be so in countries where the normal school is a section of the regular secondary school. In Costa Rica, for example, the course is uniform in the Girls' High School (Colegio de Señoritas) during the first four years; then follows the distinctive normal course of three years, and yet the entire period of seven years is commonly known as the normal school. In passing, it may be stated that the combination of normal and high school in a single organization is exceptional, although it might be found highly advantageous in view of the fact that in both the grade of study and age of the pupils are the same. Only the smaller States, for reasons of economy, have adopted this form of organization. The tendency is rather to multiply institutions and confine each to one single line of preparation.

Another reason for variation in the length of the normal course is the amount of schooling the pupil has had before entering. In the majority of States the elementary school embraces six years, and this is the basis of admission to the normal school. But in some the American practice obtains of lengthening the period of elementary education and shortening proportionately the high-school course. In Brazil the full elementary course embraces eight

years; in Uruguay, seven. In such countries it is therefore quite natural that normal education should be shorter than where the preliminary education is limited to six years.

Within each country the normal schools are practically uniform as far as the length and subject matter of the course is concerned. Even in a federal republic, as Argentina, the central Government maintains schools in the provinces, and although there are also State normal schools it is the national system that sets the standard. The curricula given below of the national normal schools of Argentina, Chile, and Colombia represent well the four and five year types. Only a very few countries have three-year schools.

National normal schools of Chile.

Subjects of instruction.	Hours per week.				
	First year.	Second year.	Third year.	Fourth year.	Fifth year.
Pedagogy (theoretical and practical).....			3	5	12
Religious and moral instruction.....	2	2	2	1	1
Spanish.....	5	5	5	5	5
Foreign language (generally French).....	2	2	2	2	1
Arithmetic and algebra.....	3	3	2	2	1
Bookkeeping.....			1	1	
Geometry and elementary trigonometry.....	2	2	2	2	1
Natural history and hygiene.....	3	3	2	2	2
Elementary agriculture.....	1	1	1	1	1
Physics and chemistry.....	2	2	2	2	2
History (general, American, and Chilean).....	3	3	3	2	2
Civics (and for girls, domestic economy).....	1	1	1	1	1
Geography and cosmography.....	2	2	2	1	1
Penmanship.....	2	2	1	1	
Drawing.....	2	2	2	2	2
Music (singing, violin, and harmony).....	4	4	4	4	4
Physical culture.....	2	2	2	2	2
Manual training or household arts.....	2	2	2	2	2
Total.....	38	38	38	38	39

National normal schools of Argentina.

Subjects of instruction.	Hours per week.			
	First year.	Second year.	Third year.	Fourth year.
Pedagogy and psychology.....	2	2	2	4
Pedagogy (practice teaching).....	3	4	6	9
Pedagogy (critical conferences).....			2	2
Arithmetic, algebra, and geometry.....	3	3	3	
History (general, American, and Argentine).....	3	2	2	3
Geography and cosmography.....	2	2	2	2
Spanish and literature.....	4	3	3	2
French.....	3	3	3	
Natural history, physiology, and hygiene.....	3	2	2	1
Physics and chemistry.....		5		
Moral and civic instruction.....				3
Drawing, music, elementary agriculture, physical culture, manual training, household arts.....	10	10	6	4
Total.....	33	36	31	30

National normal schools of Colombia.

Subjects of instruction.	Hours per week.				
	First year.	Second year.	Third year.	Fourth year.	Fifth year.
Pedagogy (theoretical).....	3	3	3	3	3
Pedagogy (practical).....	3	3	3	3	3
Religion.....	3	3	3		
History (sacred and ecclesiastical).....	3	3	3		
History (Colombian and general).....					6
Spanish (grammar, rhetoric, and literature).....	6	6	6		
Arithmetic, algebra, and geometry.....	6	6	6	3	
Geography and cosmography.....	3	6			
Physical geography.....	3				
Bookkeeping.....				6	
French.....				3	3
Physiology and hygiene.....				3	3
Physics.....				3	3
Chemistry.....				3	3
Natural history.....				3	6
Music, drawing, penmanship, and callisthenics.....	15	15	15	15	15
Total.....	45	45	45	45	19

Observations on curricula.—The great number of hours of class work, especially in the Colombian and Chilean systems, indicates that little preparation is expected for the lessons, and that the recitation period is practically all the time given to the subject. This is more in accordance with European methods in secondary instruction than North American practices. The large number of subjects carried simultaneously by the student is another European characteristic of the Chilean schedule, in which there are no less than 16 or 18 different studies per week. A similar system obtains in the high schools of many countries. The effect, according to the North American view, is to dissipate the pupil's energies, to deprive him of the power, or inclination, to think deeply into any subject, and to make him content with absorbing knowledge in the classroom instead of encouraging original thinking.

In the curriculum of all the best normal schools, a distinct place is now assigned to handwork—manual training for the boys and household arts for the girls. These subjects are carried down into the primary schools, and their presence in elementary instruction in almost every country is one of the most hopeful signs in Latin America. It will be observed that in two of the curricula presented elementary agriculture is also included. This subject is also found very generally in the Latin-American normal school, and is another indication of the modern spirit. A study which at first glance seems to have no utilitarian value for the normal student, since he is preparing specifically for teaching in the primary schools, is that of a foreign language. But it is contended that Spanish is relatively poor in pedagogical literature and that the student should be given the power to read methodology in at least one other tongue. The con-

tention is perhaps more valid for Portuguese than for Spanish, but even here its strength is weakened by the fact that a Brazilian can read Spanish understandingly without study, so great is the similarity between the two languages. The study of modern foreign language in the primary normal school can scarcely be justified on the ground of utility. It, of course, has its cultural and linguistic value, and this is greater in Spanish America since neither normal nor secondary schools include Latin in their curricula.

It will be observed that elementary instruction is given in all the common sciences. Botany, zoology, etc., are grouped in one course, and physics and chemistry joined in another. Methods of instruction are much the same in both. Except in Argentina, individual laboratory exercises are little used. The teacher develops the subject with or without the aid of a text, and in the biological sciences uses for illustration pictorial charts and objects from the school museum. In physics and chemistry, the instructor performs experiments at the desk in the presence of the class, and the following day requires that they be described by a pupil or reproduced. A pupil, therefore, has little opportunity to handle apparatus and materials. He is expected merely to reproduce. No new experiment is given him to perform by the combination of others previously learned. In failing to provide individual and quasi-original laboratory exercises, the school misses a fine opportunity to develop the expression of spontaneity and initiative, while the reproductive form of experiment tends to develop the memory habit of recitation.

Method and examinations.—In many normal schools few or no textbooks are used. The teacher develops or dictates the lesson, and the pupils take notes or copy the dictation. This method is especially common in Chile and in countries that have received their organization directly or indirectly from Chile. In Argentina and other countries where North Americans were called to organize the first normal schools, textbooks are regularly employed, and in addition much use is made of the reference library. The two methods can be traced pretty accurately by the greater or less number of class hours per week. The textbook presupposes more individual preparation, and the class hour becomes more of a recitation and less of an exposition. The virtual abolition of regular class texts came about in some countries through a laudable desire to overcome the mnemonic habit that marked the old schools. But the root of that evil was not in the text, but in the method of the teacher, and the substitution of notes for text was only a palliative and not a cure. The evil still exists in many schools and is fostered by the importance placed upon the final year-end oral examinations common to all forms of education in Latin America. In this matter the normal schools are, as a rule, far in advance of others since they have par-

tial tests, oral and written, at intervals throughout the year, and the final examination is often both oral and written. The latter, which admits of more specific questions and in which time can be allowed for resolving problems and deducing original conclusions, takes the burden of the examination off the memory and throws it upon the reasoning powers, where it properly belongs. Notwithstanding these reforms the year-end oral examination is an overshadowing feature in Latin-American education. The student is accustomed to it even in the grades, and even when modified as it usually is in the normal school it is still all-important in the eyes of both teachers and pupils. In oral examinations the examiners do not ask specific questions, but permit the student to talk on one or more topics selected at random from the year's study on the subject.

Organization and scholarships.—As concerns their internal organization, the primary normal schools of Latin America are of two classes, the day school and the boarding school. There are also a few examples of a third type, where the pupils live outside, but have the midday meal in the school (semi-internado). This type is to be found only in large cities. Some countries, as Chile and Peru, adhere very closely to the boarding school, whether for boys or girls. Others, as Argentina and Uruguay, have only day schools, where pupils not living at home lodge and board in houses approved by the school authorities. The problem of extramural control of pupils in such schools is lessened by a custom followed in all countries, which requires a pupil not living at home to have in the town where he attends school a temporary guardian (apoderado), who stands in loco parentis and to whom the school looks to guarantee the proper conduct of the pupil outside the classroom.

Formerly the boarding-school type of normal school was more universal than at the present day, and the system developed naturally from the manner in which the schools were supplied with pupils. There are few private normal schools in Spanish America to-day, and when this type of education was introduced there were none. The first schools were founded by the State and were considered in much the same light as a military academy. In the latter the boy is educated, clothed, fed, and trained at State expense for a specific public service. In return he agrees to serve the State for a fixed period of years. In the normal school the boy receives a different education and training, but it is none the less for State service. Consequently it seemed only just that the Government should support him during these years of preparation. In the United States such a system obtains in the national military and naval academies, but has never found a place in normal or other schools. The difference in practice is partly explained by the fact that normal education in the United States came gradually in the natural development of general educa-

tion, while in Spanish America it was introduced and fostered by the Government. It was a distinct, conscious agency employed by advanced and patriotic statesmen to foster the cause of primary education. Under such conditions, it seemed most natural to prepare the teacher in the same way as the State prepared the soldier.

Once established the system of State scholarships in normal schools has continued unquestioned to the present day. If it is a boarding school, the pupil receives in the school itself lodging and food in addition to free instruction and school supplies. In day schools the State scholars are granted a small monthly pension—just sufficient to meet necessary expenses. In return for this scholarship, the pupil, whether boy or girl, contracts with the Government, with the consent of parent or guardian, and furnishes bond that he will serve the State as a primary teacher during a fixed number of years (varying from four to six) in whatever school he may be assigned or reimburse the State for the expense incurred. Such a contract is possible in countries which are administrative units, as are all in Latin America, except Argentina, Brazil, Mexico, and Venezuela, and even in these countries there is a tendency to centralize the administration of primary education. In other countries the same central authority that establishes and maintains the normal schools supports the elementary schools and appoints the teachers.

It is reported that the contracts to serve as teachers are not always fulfilled, and this is doubtless true in some countries. The graduate may develop an inclination to follow another vocation, or none at all. In recent years commercial positions have become much more attractive from the point of view of the remuneration offered than the profession of primary teacher. Some normal graduates have been tempted to desert their calling and to break faith with the Government. In certain localities this breach of contract has been winked at by the authorities.

Another instance of irregularity sometimes occurs in the process of admission to the schools. The scholarships are distributed among the administrative units of the district where the normal school is located and are awarded on competitive examination. In some countries political officers have a preponderating influence on the awarding board, and sometimes the award is made on other grounds than those of merit. These are evils incident to the system, but in the progressive countries such irregularities are rare.

In the early days of the normal school practically all pupils were State scholars, but that is no longer the case. Pupils do not often come from a distance unless they win a scholarship, but young men or women who live in the locality in which the school is located take advantage of the opportunities it presents to prepare themselves for the profession of teaching. Instruction is either entirely free

or the fees are merely nominal. It may almost be said that the normal school is the people's high school, since the regular secondary school is organized specially to afford preparation for the university.

Salaries.—The system of free State education, including State scholarships in the normal schools, tends to make the teacher's salary small. With a corps of educational soldiers, so to speak, at its command, the State can set a wage that is less than what the young man or woman would command in other pursuits. Especially is this true in countries that have experienced a rapid commercial and industrial development. The bald statement of the teacher's stipend conveys but a faint idea of his economic position, and this is especially true in Latin-America where the cost of living varies greatly, not only as between countries but also as between localities in the same country. In Buenos Aires the normal graduate just entering the profession receives \$768 per annum; in Rio de Janeiro, \$600; in Chile, \$300 and lodging (not including board). Lodging is of course a variable item, and when commuted in money serves somewhat to equalize the variations in cost of living in different localities.

So marked is the discrepancy between remuneration in commercial and industrial pursuits on the one hand and teaching on the other that everywhere men are disappearing from the profession of primary teaching. Where formerly there was a plethora of candidates for every vacant scholarship, there are now in some regions no candidates at all. A distinguished educator in Chile has said: "The State begins at the wrong end; it pays its pupils, but does not remunerate properly its teachers." The system has doubtless much to do with the present low salaries, but the same condition exists in a degree in other continents and can be ascribed in large part to the unprecedented industrial advance of the age.

Social position.—The social status of normal-school pupils and of primary teachers in general is an interesting study in Latin America. It is difficult to give a just appreciation of the situation, as it depends not only on general social conditions but on the difference in school systems. Latin-American society, while in many ways most democratic, still contains much of the medieval caste spirit. Especially is this true of countries and regions that have not felt the full tide of modern industrialism. In these places wealth is almost wholly in land, and it is a well-known fact that a landed aristocracy is the most persistent and the most exclusive. The distinction therefore between rich and poor, landlord and peon, is very marked. The advance of industrialism is breaking down class lines in some States, and particularly in the great centers, but in many regions they are still strong. This tends to confine a large percentage of the enrollment in many normal schools to the humbler classes. Such

young people come from homes in which there is little culture or refinement. The stock of culture that they will take with them into their profession must, therefore, be acquired almost wholly in the school. No matter how excellent the institution, it will be admitted by all that it has a difficult task to perform and that, while the young teacher may go out to his work scholastically competent, he must necessarily lack other qualities which are in the art of teaching scarcely less important than knowledge. This is all the more unfortunate since these teachers go forth to preside over children who in their turn come from the humblest homes, and who must get in the school itself almost all the notions of culture and refinement that they will ever get.

Primary school and liceo.—In the United States the free public school is essentially a democratic institution. It is patronized very generally by all classes of society. Its only rival is the expensive private school. In some countries of Spanish America, in addition to private and church schools, there exist two classes of free public schools, the elementary school for the people and the liceo with an adjunct primary school for the upper classes. One result is to put the teacher of the people's school in a distinctly lower class, and as the graduate of the normal school has this future to face, its clientele is drawn naturally from the less cultured ranks of society. If there were many graduations in society the effect would not be so marked, but as stated above there are in reality but two, the high and the low.

A restriction.—Another factor which operates against the social status of the primary teacher, and consequently determines more or less the clientele of the normal school, is the fact that the primary teacher, whether man or woman, is practically bound for all time to that one grade of teaching. Since his scholastic training is merely a modification of secondary education, he has little opportunity for rising through successful experience to higher ranks in his profession. In all countries the normal school is jointed in administration with the elementary school, while the secondary school is linked with the professional schools of law, medicine, etc.

Personnel.—The faculty of a normal school consists of a director, subdirector, secretary, and professors. The director is frequently a foreigner. Since the normal school was a direct and ready-made importation, it was absolutely necessary at first to import the directing personnel as well if the institution was to be a success. The first normals of Argentina, Uruguay, and Brazil were presided over by men and women from the United States; Chile called Germans to this work; Peru, Bolivia, Salvador, and others brought in Frenchmen and Belgians. In those countries which were the pioneers in normal education the foreigner has almost disappeared, since there



A. NORMAL SCHOOL NO. 1 FOR WOMEN, BUENOS AIRES, ARGENTINA.



B. FÊTE IN THE MODERN LANGUAGE NORMAL SCHOOL, BUENOS AIRES.



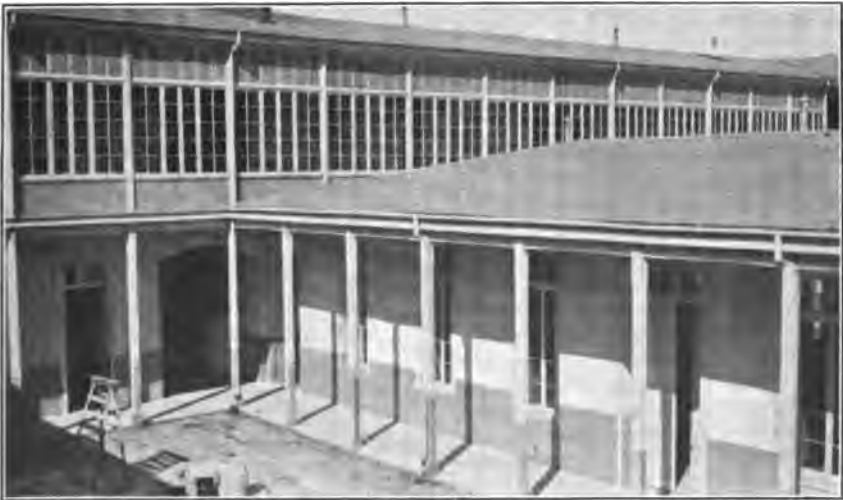
A. FAÇADE OF NORMAL SCHOOL FOR GIRLS, NO. 3, SANTIAGO, CHILE.



B. GROUP OF STUDENTS OF THE NORMAL SCHOOL FOR GIRLS, NO. 1, SANTIAGO, CHILE.



A. FAÇADE OF NEW NORMAL SCHOOL FOR GIRLS, LA SARENA, CHILE.



B. A PATIO IN THE SAME SCHOOL.



A. FRONT VIEW OF THE NEW NATIONAL NORMAL SCHOOL, CORDOBA, ARGENTINA.



B. REAR VIEW OF THE SAME BUILDING.



A.. NORMAL SCHOOL, RIO DE JANEIRO



B. NORMAL SCHOOL, SAO PAULO, BRAZIL.



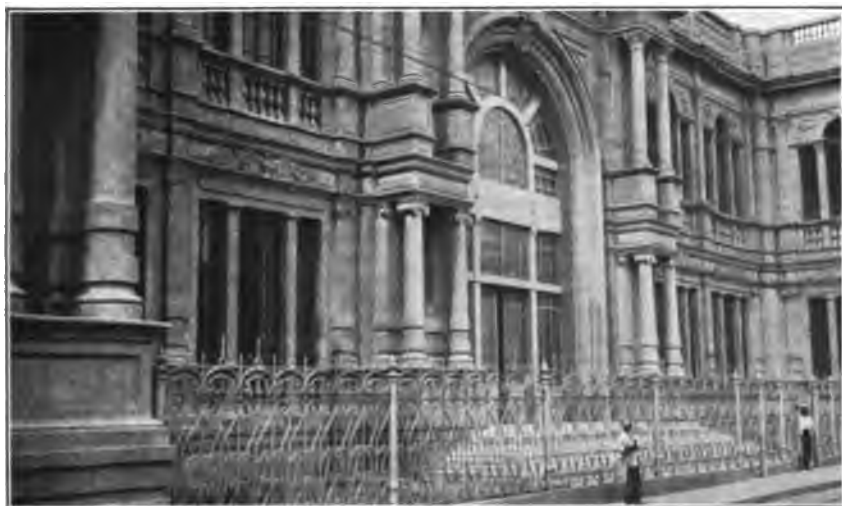
A. FAÇADE OF THE NORMAL SCHOOL, AREQUIPA, PERU.



B. PATIO OF THE SAME SCHOOL.



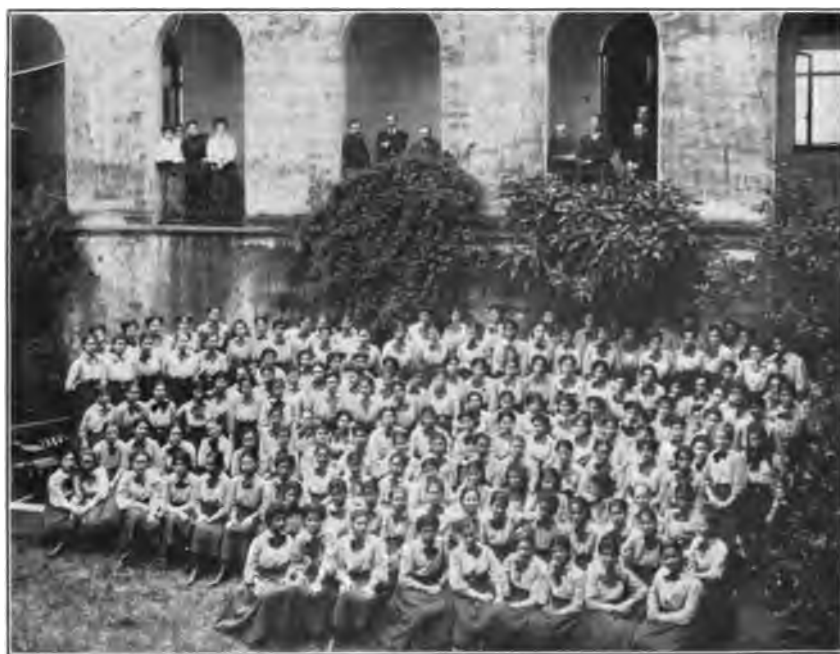
A. HIGH AND NORMAL SCHOOL FOR GIRLS, GUATEMALA CITY.



B. MAIN ENTRANCE OF THE PROVINCIAL NORMAL SCHOOL, CORDOBA, ARGENTINA.



A. A COVERED PATIO IN THE MEN'S NORMAL SCHOOL, CHILLAN, CHILE.



B. A GROUP OF STUDENTS, SUPERIOR COLLEGE FOR YOUNG LADIES, SAN JOSE, COSTA RICA.

have grown up generations of native-born teachers, trained in the same methods and familiar with the best ideals in educational science. The change from foreign to native directors has come gradually, and in most cases without friction or professional rivalries. Many of these first directors are still kindly remembered and honored. One can not visit the famous normal school of Parana without hearing the name of George A. Stearns, its enthusiastic founder. In the vestibule of the school of La Plata stands the bust of Mary O'Graham, for long years its principal, while another American woman long in the service of Argentine schools is spending in her adopted land the declining years of a most useful life, a pensioner of the Argentine Government.

Secretary and professors.—The secretary of the faculty or, rather, of the school, tabulates and preserves the attendance record and the monthly or quarterly classification of students as reported by the professors, and also the results of the formal oral examinations at the end of the year. Another duty is to keep a record of the attendance of the professors themselves at classes. Each subject has its professor, if indeed it does not have two or more. This practice, common in Latin America not only to normal, but to all schools above the elementary, necessitates many teachers, even for a small school. The disadvantages of this system have already been portrayed in the chapter on university organization. Normal schools suffer less from the practice than some other types of education, because of the relative homogeneity and compactness of the curriculum. The basic subjects of psychology and pedagogy, together with the practice of teaching, are taught by the director, subdirector, and principal of the practice school, who give all their time to the school. Certain other subjects, such as mathematics and the mother tongue, are continued through several years and thus afford sufficient work to require all the time of a teacher. This furnishes a group of teachers who form the real faculty of the school and mold its spirit. Certain other subjects must be assigned to teachers from the outside, who divide their time between various schools in the same town or are engaged in the practice of a profession, law, medicine, pharmacy, etc. The sciences, foreign languages, history, and civics are usually provided for in this way, and not infrequently mathematics is subdivided, one professor teaching only arithmetic, another algebra, etc.

The itinerant professor, whether a teacher by profession, or lawyer, physician, or follower of some other profession, who teaches as a side issue, comes therefore to the normal school for only one or two lessons a day, and the problem of his attendance and punctuality is often more perplexing than that of the pupils. In the secretary's office is a register which each teacher signs daily before beginning

or after finishing his class. He also indicates in a parallel column the topics of the day's lesson, not only in order to furnish a record of the progress of the class, but also for the benefit of the director, in case a substitute teacher must be provided. For, as might be expected, a professor who divides his time between various institutions, or a man engaged in another profession, frequently finds it necessary or convenient to absent himself from a lesson.

Practice teaching.—The practice school is organized as a regular primary school with a teacher in charge of each grade, who does all the teaching of the grade except such subjects as music, physical culture, etc. These are commonly taught by the teachers who do the corresponding work in the normal school itself. The two schools are almost invariably to be found in the same building. The director is the administrative head of both and is aided in the lower school by a director of practice teaching. So close and organic is the union of the two departments that the entire institution, the *escuela normal* and the *escuela de aplicacion*, or *escuela aneja*, is known as the normal school. The fact that both are State institutions, depending directly upon the minister of public instruction, prevents the development of any discordant relations. Everywhere the *escuela de aplicacion* is considered the best of the primary schools, and parents are eager to have their children admitted. Besides, where there is competition for entrance to the normal classes, the child who comes up through the practice school has a better chance for admission, and, on the other hand, the fact that the future clientele of the normal classes is to be formed in the *escuela aneja* makes the direction of the school more interesting and more important to the institution as a whole.

The amount of actual practice teaching done by students varies widely, and, indeed, it is difficult to gather accurate data on the subject. Observation in the classroom and actual practice are grouped together in answer to inquiry and on class schedules. In general, it may be said that observation and practice are considered of almost equal importance. The longer course of the normal school, in comparison with normal schools in the United States, makes it possible, even convenient, that much more time be allotted to observation. A very common practice is for the whole class in the upper years to be present one hour each day in the *escuela de aplicacion* while one of their number gives a lesson. By this method all observe an hour daily, but each student does not actually teach more than an hour in two or three weeks, the frequency depending on the size of the normal class. Still, in the curriculum and class schedule this will be called daily exercise in practice teaching.

Rented buildings.—In considering the school buildings a sharp distinction must be made between those that are State owned and

those merely rented and remodeled, more or less thoroughly, to adapt them to school purposes. The North American who studies Latin-American education is surprised by the large number of rented buildings used for primary and secondary as well as for normal schools. In the United States a building constructed for the purpose almost invariably precedes the school, if it is a State institution. If ready funds are not available, the State or community bonds itself for the necessary amount. This practice is not usual in Latin America. If the necessary money is not on hand, the authorities lease temporary quarters. Even in the countries most advanced in the matter of education the number of buildings rented for school purposes is very large, perhaps even larger in the more enterprising States than in the others, for the very reason that greater interest is taken in public instruction, and it is urged that the school must begin even if the building is lacking. The custom is not as incongruous as it would appear in the United States, on account of the difference in architectural types. It is not a business building that is rented for the school, but a residence. A Spanish-American house is invariably built about a patio around which runs a gallery and on which all rooms open. If the house is two stories the gallery is also, and the stairway is not in the house, but connects the galleries. Public buildings are constructed on the same model, so that in general a residence differs little in architectural arrangement from a school-house built expressly for the purpose. Good residences are large, the rooms spacious, and ceilings high; consequently, in many respects they are not unsuited to school uses, and the milder climate permits the opening of all doors and windows. Their chief disadvantages consist in the fact that there are openings on one side only and these under a roofed veranda, so that even with doors and windows open ventilation and light are often insufficient.

Financial disadvantages.—The policy of leasing school property instead of building may well be questioned from various standpoints. Financially, it is a serious drain on the treasury, for the rent is necessarily high and repairs and alterations are always required to adapt the house to its new use. If the lease does not run a long time, it becomes necessary to remove the school to a new location and repeat the process of installation. The expenditures of a few years in rent, removals, and alterations would suffice to construct a good building. Aside from the question of providing better hygienic conditions, a school building owned by the State confers on the institution a dignity that is all important in countries battling to extend the advantages of education among a population which is sometimes indifferent or even hostile to the movement.

State-owned buildings.—The State-owned normal buildings are, as a rule, excellent. This class of schools has been especially favored by the Government, in the belief that good normal training is the

basis of progress in public education. Latin America has profound respect for things modern and for things imported. The normal school was in both categories, and to it the nations, in their earnest desire to educate the masses, pinned their faith. No matter what was its grade of efficiency, the normal school was a term to conjure by.

As a result of this devotion the buildings that were erected were worthy of the purpose for which they were designed. For day schools the plan is simple. If the building has two stories, the normal classes use the upper story and the practice school the lower, and unless the school is large the one patio suffices. In countries where the boarding normal school is the custom the building is necessarily much larger, more complicated, and the outlay on the part of the State far greater. The usual plan is a two-story structure surrounding two patios. Between and separating the patios is the assembly hall, which faces the main entrance. Around one patio are the normal classrooms and around the other the practice school-rooms. Each school has thus its own patio for light and recreation, and as they are not uncommonly roofed with glass they are available in all weather. The second story is devoted entirely to lodgings. The refectory and kitchens are in the rear and adjoining are the servants' quarters. The European type of dormitory is everywhere in vogue, i. e., a large hall containing many beds. Each dormitory is presided over by an inspector, who has a cubicle at one end of the hall. The dormitory is, therefore, sleeping quarters and nothing more. Pupils study in the evening as well as during the day in their respective classrooms. The hygienic conditions are good. shower baths are provided, and although the building is constructed on the patio plan, unlike the private residence in a city block the rooms receive light and air from two sides, since the edifice stands apart.

Equipment.—In the matter of equipment there is a wide disparity, not only between schools but also between different features in the same institution. The administrative offices are always well furnished, often even handsomely. In the schoolrooms not much effort is made to beautify the surroundings. The furniture is, for the most part, imported and consists of desks of the pattern used in elementary schools in the United States. Double desks are rapidly giving way to single ones. Blackboard space is usually far too limited, if judged by North American standards. This arises from the prevailing method of teaching, which directs the teacher's entire attention to one pupil at a time and leaves the rest of the class to listen only.

The library is perhaps the weakest feature of the normal school of to-day. Often there is no room set apart for books and for general reading. A few works of reference and a scant collection of peda-

gical treatises in the director's office comprise the library of many schools. Where there is a regular library room the books are not, as a rule, easily accessible to the student. The library in such cases is almost useless and fails to give to the young the desire for good and useful reading. A prominent Chilean educator has said: "We teach the children how to read, but do not teach them to want to read." This statement does not apply with equal force to all countries. Argentina, among others, is striving to accustom the pupil in the elementary grades, as well as in the normal, to regular and efficient work in the library.

Laboratories.—Considering the method by which the experimental sciences are usually taught, the laboratory equipment is sufficient. Indeed, in many cases, it is abundant. As already noticed in the paragraphs treating of curriculum, the method, except in Argentina and one or two other countries, excludes individual laboratory exercises. As all the experimentation is done by the teacher at the desk, a single set of apparatus is all that is needed. Nearly all normal schools are so provided, and many possess apparatus of a delicacy and complexity far exceeding the needs of a primary normal school curriculum in these branches.

School museums.—Latin-American normal schools, as well as schools of all grades, make much of their museum of natural history. No matter how humble the school, it has the beginnings at least of a collection. Teachers, pupils, and local scientists make donations, and the older institutions often have collections of great value and utility. A room is always set apart for the museum, and much use is made of the collections in teaching zoology, botany, etc. There are also good collections of charts for instruction in physiology, history, and geography. The Latin-American teacher has great respect for all these teaching aids, and the more expensive or complicated the apparatus the greater is his confidence in its efficiency. Graphical representations are much used in teaching the facts of history, geography, and science. This objective method of presentation harmonizes well with the expository method of instruction so generally employed, but on the other hand an objective study of scientific processes which is secured by individual laboratory exercises is practiced in the normal schools of very few countries.

HIGHER AND SPECIAL NORMAL EDUCATION.

Primary normal schools organized and supported by the State are to be found in every country of Latin America. Even the smallest nations maintain at least one, and in the larger and populous countries they are numerous. Primary education has profited enormously from them, and the progress of the elementary schools can be gauged very fairly by the proportion of normal schools to the total popula-

tion. Not all primary teachers are normal graduates, but the latter are numerous enough in the most progressive countries to form a large element of the teaching corps, and they have established the distinct profession of primary teacher. Men and women untrained in the normal school are put in charge of schools, especially in the rural districts, but the *normalistas* are regarded as the only real primary teachers. They are the regulars; the others are militiamen.

Teachers in secondary schools.—It is only in primary schools, however, that there exists a real teaching profession. In Chile considerable progress has been made toward preparing teachers for secondary education, but in all other countries there are few professional teachers in the higher schools. The cause and effect of this situation have already been analyzed in the chapter on university organization. As far as the university is concerned, there seems little promise that present practices will be changed in the near future. In secondary education the need of trained professional teachers is universally recognized and at least two States are trying to meet the emergency through advanced pedagogical training. There are two institutions which are avowed higher normal schools and two others that perform this function without bearing the name.

The Chilean Normal College.—The oldest normal school of college grade in South America is the Instituto Pedagógico of Chile, which was opened for instruction in April, 1890. In its modern organization the university of Chile contains theoretically a faculty of philosophy and letters, but the only section of the faculty that has been organized is the normal college. The Republic realized that its energies and resources could be better utilized in training a skilled professorate for its secondary schools than in fostering general literary culture. The latter might be ornamental, but the former was distinctly useful, and the results obtained by the normal college in the 20 years of its history have fully justified the policy. The institution has been the fountainhead of the national educational system. It has prepared teachers not only for the secondary schools but also for the primary normal schools, and through this channel its influence has extended to the humblest grades of public instruction.

Foreign professors.—Coincident with the creation of the school, the Government contracted with the Prussian Government for the services of six capable educators to direct the institution and to fill the more important chairs. The original contract was for a period of five years. At the end of that time some professors renewed the contract, others returned to Prussia, but in their stead new men came out, and there have always been from four to six Germans on the teaching staff. This group of foreigners has been considered the essential nucleus of the faculty. Chilean educators, many of them

trained in the school itself, have been added from time to time to the staff, and the director has often been a Chilean, but the dominant influence has remained German. It is worthy of note that two of the original Prussian contractants are still members of the faculty, and one of them is now acting director.

General plan.—The policy of the Instituto Pedagógico has been to give the student accurate, thorough, and scientific instruction in the branches that he is preparing himself to teach, and at the same time instruct and train him in modern scientific methods. The departments of instruction include advanced study in all subjects that form a part of the curricula of secondary and normal schools, such as Spanish, French, English, mathematics, physics, chemistry, botany, physiology, zoology, history, civics, geography, psychology, pedagogy, and methodology. For the purpose of furnishing facilities for practice teaching, two liceos—one for boys, the other for girls—are maintained in close proximity to the institute, and the professor of psychology is the titular head of the liceo for boys.

Coeducation.—When the Instituto Pedagógico was founded the students were all young men. No provision was made for women and, indeed, their advent was not thought of. At that time the State did not concern itself with the general education of girls beyond the primary grades, and naturally there was no necessity of preparing women secondary teachers. There were needed, however, women teachers for the girls' normal schools. A few young women asked admission to the institute. It was granted under certain restrictions and with some protest. It was the first instance of coeducation in Chile outside the lowest grades of the primary schools. Later the State began the foundation of high schools for girls. For these there were required ever-increasing numbers of women teachers, and the Instituto Pedagógico was the logical place for their preparation. Young women became more and more numerous in the school, and at present they outnumber the young men three to one.

Groups of studies.—As the object of the school is to prepare the graduate to teach a certain branch, or two or more related branches, free election of studies as practiced in many American colleges would not be compatible with the aims of the institution. It is not a college of liberal arts, but distinctly a higher normal school. The curriculum is, therefore, divided into groups, and the student's election privileges are restricted to choosing his group. Within the group the studies are definitely prescribed. Psychology, logic, ethics, political science, pedagogy, and methodology are common to all groups, as is also the requirement of practice teaching and observation.

The groups are seven in number, each designated by the study or studies that constitute its major. The course of study comprises

four years for each group, making about 60 year-hours, exclusive of practice teaching. Of these, 15 are common to all groups. The Spanish, French, English, and German groups require 25 hours in the major study and about 20 in another language. The history-geography group also gives 25 hours to the two majors and demands 20 hours in a foreign language. In the physico-mathematical and chemico-biological science groups no language (not even Spanish) is required, and the course is more compact and specialized. In the first, 20 hours are devoted to mathematics and 21 to physics; chemistry receives 4 hours. In the second, the biological sciences receive 22 hours, chemistry 18, and mathematics 8.

Students are graduates of a high school before entering the institute. Consequently, the work of the latter corresponds very closely, both in the grade of the studies and in the time required for their completion, to the North American college.

Latin.—A subject which is common to the language groups is Latin. In Chile, as in many other Spanish-American States, Latin and other dead languages are not only omitted from the curriculum whether it be a primary, secondary, or higher school, but are even forbidden by the law of the land. The German educators who formulated the curriculum and policy of the Instituto Pedagógico contended that serious instruction in Spanish and other Romanic languages required a certain familiarity with the parent tongue, since a just appreciation of the forms and syntactical structure of these modern languages could only be gained by a knowledge of the historic processes that changed Latin into the Neo-Latin languages. To meet this argument, Latin was introduced into the institute, although proscribed elsewhere, and a three-year course is given in the Spanish and French sections and one year in the English and German sections. The course is limited in scope, is chiefly grammatical, and is designed solely to serve as a basis for the historical study of modern languages.

Building and equipment.—The Instituto Pedagógico occupies a good building of two and three stories, which, in most respects, is well adapted to the work. The classrooms are ample and comfortably furnished. The library contains 3,000 volumes carefully chosen and suited to the work of professors and students. It only needs better cataloguing to adapt it to the needs of the institution.

The laboratories are excellent, and ample provision is made for individual laboratory work on the part of the students. The departments of history and geography, which are combined under one professor, are well equipped with a very large collection of maps, charts, and a special library. The most recent acquisition in the line of scientific equipment is a complete laboratory of experimental psychology. The liceo for boys, which constitutes a practice school



A. KINDERGARTEN, SAO PAULO, BRAZIL.



B. BOYS' HIGH SCHOOL, SAN JOSE, COSTA RICA.



A. NORMAL SCHOOL, SALTILLO, STATE OF COAHUILA, MEXICO.



B. MODEL SCHOOL, ITAPETINGA, SAO PAULO, BRAZIL.



COLLEGE OF LA PAZ, MEXICO CITY.

for the institute, occupies a new and handsome building directly in the rear, with a communicating passage through the patio; and the other practice school, the liceo for girls, is distant only two blocks.

Foreigner or native?—At different periods in the past decade a movement has developed to withdraw the institution from the direction of the German professors and replace them with native teachers, graduates of the school. The Government, however, has always opposed the idea, contending that the foreign professors have built up the school, formulated its policies and methods, given it an acknowledged prestige at home and abroad, and are still indispensable to its stability and further expansion. The movement, so far unsuccessful, springs from two sources. Chilean leaders in education, themselves well educated at home and many having even pursued postgraduate studies abroad, have the laudable ambition to take charge of their own national schools and establish their educational independence. They admit that the school needs perhaps foreign experts in some lines, but claim that the direction and general administration should now be intrusted to Chileans who have proved their worth and their ability. The other source of discontent is the feeling that Prussian methods lack elasticity, that they force all minds into the same rigid mold, and that as a result of the impression given in the Instituto Pedagógico all Chilean education is too formal and that initiative is sacrificed to method.

The Argentina higher normal school.—The marked success of the Instituto Pedagógico of Chile led Argentina to establish, in 1904, a similar institution under the name of Instituto Nacional del Profesorado Secundario. The need of trained teachers for the liceos and other schools of secondary grade was appreciated in Argentina at that time and is still felt today, but the higher normal school has not had the same success or achieved the same prominence as the Chilean institution. Different circumstances have contributed to this result. In the first place the school was founded much later in the historical development of secondary education. The bias had already been given and traditional practices already crystallized. The Chilean teachers' college was established at the psychological moment—at the time of educational expansion and the formulation of modern ideals in educational method. The Argentina institution came 30 years after the establishment of the primary normal schools, and was regarded as an interloper in the educational field. This feeling was accentuated by the presence in the national university of a regular faculty of letters and philosophy, which held that it was the special prerogative of the university to furnish teachers for the secondary schools; the faculties of letters and philosophy in the realm of literature, geography, and philosophy; the faculty of law in the subjects of civics and history; and the faculties of science

and medicine in the departments of science. Subject to this antagonism the Instituto Nacional del Profesorado Secundario has not succeeded in making for itself a distinct place in the national system of education, in spite of its recognized utility. It lacks the prestige that the university possesses, has never had a suitable building, and has been compelled to fight for its very existence. As in Chile, a group of German professors was called to establish the school and direct its policy. This fact in itself has embittered the antagonism to the institution. Few countries are so intensely national as Argentina, and while the new school was a governmental creation, popular sentiment among educational classes resented the introduction of an institution designed to replace a traditional and national form. The intransigence of the German professors, who insisted on transplanting intact the Prussian system to Argentine soil irrespective of local conditions, did not tend to allay the sentiment of rivalry and resentment. These discouraging features, added to the subsequent establishment of pedagogical courses in the University of Buenos Aires and the formation of a pedagogical section in the new University of La Plata, have restricted the usefulness of the higher normal school.

Curriculum.—The course of study corresponds very closely to that of the Instituto Pedagógico of Santiago both in length of term and in subject matter. In the matter of groups, however, there is more diversity, at least in form. The Argentine school contains two general groups, one embracing languages, literature, philosophy, and the social science; the other mathematics and all other sciences. The first group contains nine subdivisions, the second five. All biological sciences are grouped in one section. The student elects two subdivisions in one of the two general groups. Certain subdivisions must be combined, such as political science and history, geography and geology, mineralogy and chemistry. The classes in psychology, pedagogy, etc., together with practice teaching and observation, are common to all. The studies in foreign languages are not pursued in the institution itself. Students electing any one of these divisions follow the classes in a special school that will be described later.

Special course.—In addition to the regular four-year course for high-school graduates, the institute maintains a short course of one year for graduates of the university who desire to add a teacher's diploma to the professional title or doctorate received in a faculty. These students come principally from the faculties of law and medicine, since, as has already been noticed, a lawyer or physician frequently joins the task of teaching in a secondary or special school with the practice of his profession. The course of study for these *diplomados* consists of a general four-hour course in psychology and pedagogy, and another six-hour course in the methodology and prac-

tice teaching of the specialty for which the candidate's university studies have prepared him.

Equipment.—The institute has charge of one of the liceos of Buenos Aires, which serves as its model school and field for practice teaching. The liceo is the real center of the institute's life. Here are located the administrative offices and the departments of chemistry and biological sciences. Other departments are distributed among four different rented houses in the neighborhood. These buildings are necessarily ill-adapted to teaching purposes, especially when a laboratory forms part of a department, and they also involve considerable expense, since in addition to the cost of alterations the annual rental is \$6,000.

A teachers' college in the university.—A second institution for higher normal instruction in Argentina is the result of a spontaneous evolution of the national education, and does not even bear the name of normal school. The University of Buenos Aires is one of the few Latin-American universities that have retained a real faculty of philosophy and letters. In its present organization, it includes departments of philosophy, education, history, geography, sociology, anthropology, American archeology, Latin and Greek languages and literatures, esthetics and general literature, and the literatures of Spain and southern Europe. There are 20 full professors and 12 substitute and assistant professors. Five years are prescribed for the complete course, which is divided about equally between literary and philosophical studies. On the completion of the course, the passing of a comprehensive oral examination, and the presentation of an acceptable thesis the student receives the degree of doctor of philosophy and letters. In this part of its work the faculty is following its historical function. The regulations, however, permit a student to elect one or more lines of study, and after he has completed the full course offered in these departments, passed a comprehensive examination, and submitted a thesis, he is eligible to the title of professor. As a matter of fact, candidates for the doctorate are few. Nearly all students are preparing to teach in the secondary schools. Even those who elect the regular course and take the doctor's degree look forward to the professorate, but in a higher sphere.

In order to meet this new demand, the faculty has added courses in educational science and experimental psychology and established an efficient psychological laboratory. In this way, through the natural course of events and with the simple desire to meet a new demand, the college of letters and philosophy in the University of Buenos Aires has become in reality, although not in name, a teachers' college. It has, however, no practice school and its graduates receive no experimental training in the art of teaching. This fact differentiates it from the Instituto Nacional del Profesorado

Secundario, and is one of the causes of rivalry between the two institutions. The one contends that knowledge of the subject and theoretic pedagogy are sufficient to make the teacher; the other insists on the necessity of practical training. The graduates of this faculty become teachers of literature, language, history, geography, civics, and philosophy only, since no courses are offered in sciences. Teachers of science must receive their preparation either in the National Institute or in the faculties of science and medicine. The normal-school tendency of the faculty of letters can be traced in the increasing number of women students. At present the women are in the majority. The ratio is yearly increasing, and the movement is sure to continue unless teaching can be made more attractive to the ambitious young man.

Another teachers' college.—The University of La Plata also makes provision for the training of teachers in its department of pedagogics, which forms one section of the faculty of social and juridical sciences. The introduction of pedagogy was not an evolution, as in the University of Buenos Aires. La Plata entertains the distinct ambition of enriching all grades of instruction by developing real scholars and scientists and by training a superior professorate. Its pedagogical section is, therefore, carefully and highly organized. There are two courses of study—the first, for those who have already acquired knowledge of the subjects they intend to teach; the other, for students in other departments of the university who wish to train themselves for teachers at the same that they pursue scientific or literary studies. The first course is intensive during the first two years, with 30 hours per week of class and laboratory exercises and practice teaching. Then follow two more years of advanced pedagogical study, requiring but a few hours per week, and which may be done in connection with actual teaching if the student has a position in La Plata or a neighboring town. The degree for this course is professor of secondary instruction.

The other course is not so intensive nor so comprehensive. It covers three years, includes psychology, methodology, history and science of education and school legislation, requires considerable observation and practice teaching, and leads to the degree of professor of a designated subject or subjects, depending upon the line of specialization in the university. The teachers' section in La Plata has the advantage, not possessed by the University of Buenos Aires, of having abundant opportunities for practical instruction. There are two preparatory schools, one for boys the other for girls, which form an organic part of the university and are controlled by the dean of the pedagogical section. These are used as practice schools. There is also a primary school affiliated with the university, which

serves as a practice school for primary and other teachers who come to the university for the intensive course in scientific and practical pedagogy.

SPECIAL NORMAL SCHOOLS.

Argentina possesses two special normal schools of unusual interest. An institution for the preparation of teachers of foreign languages is located at the capital, and forms a part of the national system of education; the other is a provincial establishment for the training of men teachers for the rural schools.

The foreign-language training school is known as La Escuela Normal de Lenguas Vivas. Modern languages occupy a most important position in all schools of secondary grade, liceos and normal, commercial and industrial institutions. As far as the practical side is concerned, they are excellently taught, but in order to improve still more the practical teaching of foreign languages the Government founded this special school, and decreed a course of study that is as efficient as it is unique. The institution comprises two schools, a primary and a secondary. In the first is given a regular primary education with the addition of one or two foreign languages, French and English. The language instruction is eminently practical, and the pupils learn to understand and speak as well as to read and write. On entering the upper school the student elects the language she expects to teach—it is a school for girls only—and from this time on all instruction in all subjects of the curriculum, except Spanish, is given in the language which the student is preparing to teach, and usually by teachers for whom this language is the mother tongue. In other words, the high school is an English school for one section and a French school for the other. The curriculum varies somewhat for the different sections; for example, history in the French section means especially history of France and of the French; in the other section the stress is laid on English history. The same is true of geography and civics, and necessarily the studies in literature are totally different. The study of the language itself is also continued, so that by the time the girl finishes her high-school course she is admirably grounded in the foreign tongue, and at the same time has studied the people, their history, literature and customs, society, and politics. In addition, she has studied methodology, and has been trained in the art of teaching the language by means of practice lessons in the primary department. The curriculum of the preparatory school covers three years and that of the high school four years. For the preparation of foreign-language teachers a better method could scarcely be devised.

The Alberdi School.—In a country so distinctly agricultural as Argentina the rural school is a matter of supreme importance, and

when it is also conceded that it should be a primary agricultural school as well as a nursery for the "three R's," the formation of a teaching corps becomes a serious problem. The ordinary normal graduate is seldom found in the country. The salary is too small, and the material difficulties are forbidding to a young man accustomed to urban life. Besides, in Argentina, as in the United States, few young men prepare themselves to teach in elementary schools, either rural or urban. The normal school at Parana, one of the oldest and most efficient in Argentina, has not graduated a dozen men in the last dozen years in the elementary teachers' course. This dearth of men teachers has resulted in filling the country schools with women, or with men who have no pedagogical training and little interest in the profession of education.

It remained for the Province of Entre Rios, of which the capital is Parana, to inaugurate a plan that aims to accomplish two much-desired results: First, to provide the country schools with men teachers who sympathize with country life; second, to train these teachers in agriculture as well as in pedagogy. In 1905 there was founded in the open country, 10 miles from Parana, a special normal school for boys, in which the studies are half academic and half agricultural. It is a school farm. The land comprises 400 hectares and cost, with the original farm building, \$11,000. Other buildings have since been erected, some for school purposes, others for the uses of the farm. The pupils are all boarders. The Province established 30 free scholarships on the opening of the school, and pledged itself to increase the number as the plant was enlarged and the institution proved its usefulness. A day primary school is maintained on the farm for the children of the neighborhood, and it serves as a model and practice school.

The country schools in Latin America do not contain the full complement of six grades, but are usually limited to three or four. A country teacher, therefore, does not need a large academic equipment. Boys who have completed the short elementary course of the rural school can therefore enter the Alberdi Normal and Agricultural Institute. The course of study here covers three years. As far as the academic studies are concerned the curriculum is extremely simple, being a continuation of only those subjects that the boy has pursued in the primary school and which he in turn will have to teach—Spanish, arithmetic, elementary geometry and drawing, history, civics, and geography. Each of these subjects is continued throughout the entire three years. The professional studies consist of pedagogy, likewise continued during the three years, and such practical subjects as school hygiene, practical psychology, methodology of elementary subjects, together with observation and practice teaching.

The studies in agriculture are not a side issue or a species of diletantism. The institution is as much an agricultural school as a normal school. There is a professor of agriculture, another of zoo-technics, and a third of applied sciences. The agricultural studies run parallel with the academic throughout the entire course and are essentially practical. Instruction is given in the field, and much of the cultivation and care of live stock is the work of the students themselves. After three years of training the student of "Alberdi" is an expert agriculturist as well as a schoolmaster, and the Province of Entre Rios purposes to disseminate this technical knowledge through the rural population by means of the country school. Each rural school has 4 hectares of land, which constitute the school garden and farm. The regular elementary curriculum includes agriculture, theoretical and practical, as does the rural normal school, and the teacher, who is both *normalista* and *agricultor*, is expected to devote no less attention to scientific and practical education in agriculture than he does to academic instruction. The Province provides a house for the teacher beside the school building. The 4 hectares of land are in a sense the teacher's property while he remains in the position, and the products of the tract are his to use or to sell. Under such a system the rural school is more than a mere school; it is a school farm where the two elements of a rural education receive equal attention.

CHAPTER XI.

COMMERCIAL EDUCATION.

This branch of instruction has taken a strong hold upon the Latin-American mind. The rapidly increasing commerce, better means of communication through international railways and faster steamship lines, and the conviction now firmly established that national superiority in the present era must be based on economic advantage have led the Latin-American countries, almost without exception, to foster commercial education by all the means within their command. In some States, it is made almost a fetich. Aside from the purely pedagogic and economic reasons that prompt the movement, there are two others which are distinctly political. Under the old régime of semi-isolation to which these countries, on account of their geographical position, were subjected, the only career of importance open to young men was that of the so-called liberal professions, and these led more or less directly to political life. As a result, the countries were burdened with hosts of factious, even if well-meaning politicians. This class, embracing the best blood and the strongest brains of the State, was not productive, and economic activities either languished or passed into the hands of foreigners.

Outside capital entered with the opening of commercial advantages, but it did not come to increase the productivity of native companies and local commercial houses; it came as a distinct foreign corporation, having a foreign manager, and, except in the humblest stations, foreign employees. These men rarely entertained the idea of settling definitely in the country and acquiring citizenship. Their stay was but temporary, and in time they were replaced by a new contingent from across the seas. It was a foreign commercial invasion, made possible largely because of the distaste and educational unfitness of the native for commercial pursuits. The double danger of internal political strife and of external commercial domination came in time to be keenly realized by farseeing statesmen. An antidote for both seemed to be the commercial school. It would dignify economic activities hitherto disdained; it would draw off from the unproductive liberal professions and thus indirectly from political life a portion of the youth of the nation, and it would prepare a phalanx of young men who could combat the foreign tradesmen with his own weapons. From a patriotic point of view, these motives are entirely praiseworthy. They have contributed very largely to the founda-

tion of commercial schools, and to the formation of public opinion in favor of an education which was foreign to the spirit and tradition of the race. The schools have realized in a very large measure the patriotic purposes that contributed to their establishment. In the more commercial nations political strife has become less intense, commercial and industrial pursuits have risen in social estimation, trade is claiming more and more of the brains of the nation, and local initiative is developing industries that in former times invariably awaited the coming of the foreign capitalist. Other forces have doubtless aided in the movement, but the influence of the school is not to be minimized, and the Latin-American with his love of system has faith in the school because it is an organized, systematic agency.

Different systems.—Although commercial education is very general it is organized on different lines in different countries. In some it is made an integral required branch in all secondary instruction; in others it is merely a section of the high-school course, existing side by side with the literary and scientific courses; in still others it is a separate school, a distinct commercial high school. The last-named type is perhaps the most favored. Educators maintain that it produces the best results, because of its segregation from the traditional forms of instruction; that the pupils are removed from the allurements of the literary course that prepares for the university, and from the aristocratic, nonpractical atmosphere which it develops; and that the prestige of the school is advanced by the separate organization. Opposing these arguments it may be said that the union of distinct courses in the same school, under the same general management, has its advantages and is much more economical. That it is not incompatible with conditions in Spanish America is proved by the experience of some countries, notably Costa Rica.

The Chilean system.—Chile is the strongest advocate of the separate school, and the system has there attained unquestionable success. Although the policy of commercial education is still young in Chile, and the first schools were established little more than a decade ago, there are already a dozen State schools in as many towns, and the enrollment reaches the surprising figure of 2,000 in the day classes alone. In the city schools the registration in evening classes is often as great as in the day section. If to these are added the enrollment of commercial sections in private and church schools, the total is comparatively large.

Curriculum.—The course of study covers four years, of which the first is called preparatory. The commercial school of Chile is not of high-school rank in its first years. Of the common primary schools only a limited number maintain the full complement of six grades; many are of second rank, containing but three or four grades and

giving only the rudiments of a common-school education, reading, writing, and elementary arithmetic. From these "folk schools" comes the greatest number of commercial-school pupils, and a certain additional preparation is necessary. This is given in the first or preparatory year. The mother tongue, arithmetic, and penmanship are continued; geography, history, and elementary science are introduced, and the study of English is begun with six hours of class work per week. The Chilean commercial school is therefore midway between an elementary school and a high school. The first year, at least, is distinctly primary, but the preparation it affords is better than could be given in a regular primary school, since studies in history and geography are given a commercial bias, and the introduction of a foreign language at an early stage constitutes a decided advantage for a commercial career.

Below is given a course of study for the last three years, which constitute the commercial school proper:

Chilean commercial course of study.

Subjects of instruction.	Hours per week.		
	First year.	Second year.	Third year.
English.....	6	6	6
German.....	4	3	3
Bookkeeping and office practice.....	3	4	1
Commercial arithmetic.....	5	5	3
Stenography, typewriting, and drawing.....	4	2	2
Commercial law and tariff legislation.....		3	1
Commercial geography and history, and political economy.....	2	4	4
Spanish and commercial forms.....	4	3	
Natural and physical sciences, and commercial products.....	4	3	1
Hygiene.....			2
Total.....	32	33	24

The curriculum is not absolutely uniform for all schools, but the variations are so insignificant that it would be useless to enter into many details. French is sometimes substituted for German, but English is everywhere required, and the amount of time devoted to it varies but little.

Interest in commercial education.—Commercial education enjoys in Chile a very high degree of public and governmental favor. The State takes pride in equipping the schools to the full extent of its ability, and the local municipality and chamber of commerce often add to the equipment of the home institution. It even appeals to individual generosity above other forms of education because of its evidently practical nature, and business men make donations to the support and betterment of the institution.

Methods.—Although the commercial high school of Chile is one form of secondary instruction and not merely a business college, its

avowed policy is to emphasize the practical. Instruction in all lines becomes less bookish, less dogmatic than elsewhere, and in the teaching of geography, history, and languages material devices are used wherever the subject will permit and the resources of the school make possible. The commercial museum, with its exhibits of raw and manufactured articles, native woods, minerals, grains, and charts representing processes of manufacture and types of machinery too bulky or expensive for exhibition, forms a distinct feature of every school. Its extent varies with the size and resources of the institution, but its value in instruction is universally recognized.

Instructors.—Another fact that explains the quality of instruction in the commercial school is the number of teachers that devote all their time to the one institution. In the liceo, with its wide range of studies and the policy of specialization prevalent in South America, many instructors teach but a short time each day, and spend the remainder of the day in other schools or in the practice of a profession. Since the commercial school has a relatively short curriculum and many subjects are continued throughout the entire course, most teachers can be employed throughout the entire scholastic day. This creates a unity of purpose and a feeling of pride in the institution that is conducive of better results.

The parent school.—The general excellence and uniformity of aim and method that mark all commercial schools in Chile are due in large measure to the normal course, which forms an important section of the Escuela Superior de Comercio of Santiago. This school is the oldest in the country, and in addition to the regular course similar to that in other schools maintains two advanced sections of two years each. One is a general course in commerce, economics, and administration; the other offers special training for teachers in commercial schools. The program of studies in the latter section is but a continuation of the most important subjects in the lower school, with the addition of a course in methodology. Particular attention is given to foreign-language study. The normal course itself is bifurcated. Foreign language and methodology are common to both divisions, but in one mathematics and bookkeeping form the specialty, while in the other it is science and commercial technology. The importance of this commercial normal course can hardly be overestimated. In the era of the establishment of commercial schools it sent out men with similar ideals and well-formed conceptions of the nature, type, and utility of this form of instruction, and has ever since remained a center to which all look for inspiration and improved methods. Most principals and many professors of the commercial schools in the Provinces are graduates or former students of the central school at Santiago.

The Argentine type.—The type of commercial education in Argentina is much the same as in Chile, but the federated system of government in the former country prevents the unity and uniformity that characterize the Chilean schools. The Argentine States are independent in affairs educational; consequently, provincial schools vary greatly, not only in curriculum but in method and purpose. The Federal Government, however, has the right to establish and maintain schools on its own account if it so decides, and in recent years the tendency has been in favor of central control of education—primary, special, and higher. Many States had already founded commercial schools, but facilities and equipment were often insufficient and unworthy of the economic advance of the country. The Federal Government at last came to the support of this type of education, and has founded a chain of schools under the name of *Escuelas Comerciales de la Nación*, of which there were seven in existence in 1911—three in the capital and one each in Rosario, Bahía Blanca, Tucumán, and Concordia. One of the three at Buenos Aires is for women only. In the provincial towns some of the schools are coeducational. Three grades of diplomas are granted. That of *dependiente idoneo* requires three years of study; that of *tenedor de libros*, four years; and that of *perito mercantil*, five years. The two higher schools of commerce at Buenos Aires and Rosario offer also an advanced course of three years for public accountants. For entrance to this course the diploma of commercial expert (*perito mercantil*), or an examination covering similarly advanced studies, is required. It is a course of university grade, and a minimum age of 19 is required for entrance.

A commercial high school.—The standard course in the Argentine commercial school is that which leads to the title of *perito mercantil* and embraces five years of study. This is the same length of curriculum as in the regular Argentine liceo, and as entrance requirements are identical for the two the commercial school is in reality a high school. In this respect it differs from the commercial school of Chile, which articulates with the third or fourth grade of the elementary school. The more advanced entrance requirements and the longer curriculum permit the Argentine school to give more attention to nontechnical studies. Consequently the school is an institution of general culture as well as a commercial school. A schedule of this course is herewith presented.

Argentine commercial school course.

Subjects of instruction.	Hours per week.				
	First year.	Second year.	Third year.	Fourth year.	Fifth year.
Mathematics and drawing.....	6	6	5	3	3
Spanish and commercial correspondence.....	6	4	3	3	3
Civics and morals.....			2		
General and Argentine history.....	4	3			
General and Argentine geography.....	4	3			
Penmanship.....	4	2			
Commercial geography and history.....			4	4	
Natural science.....				3	
Bookkeeping.....		4	5	5	5
Commercial products.....				2	3
Political economy.....					2
Stenography and typewriting.....		2	2	2	2
Fiscal and tariff legislation.....					3
Elementary commercial and civil law.....				2	3
English, French, German, or Italian.....	6	6	6	6	6
Total.....	30	30	30	30	30

Schools of Commerce.—In Bolivia and Uruguay commercial instruction is organized not as a part of secondary education but as a faculty of university grade. A high-school diploma or an examination covering the secondary school curriculum is required for entrance. These faculties were established for advanced study in commerce, finance, and administration. Among their functions is included the training of consuls, collectors of customs, public accountants, and administrators of State properties. The school at La Paz has always been an independent faculty, since there are no universities in Bolivia. The institution at Montevideo was incorporated into the university in 1904, but seven years later was organized as an independent school of commerce. It retains, however, much the same characteristics as heretofore, and is housed in the same building as the faculty of law. The change is almost wholly one of name, and in becoming an independent institution it has but followed the same tendency toward decentralization which has been shown by other institutions of higher education in Uruguay. In recent years the agricultural and veterinary faculties have also been detached from the university and erected into separate schools. The Montevideo school has maintained but a single course of study, extending over three years, and leading to the diploma of *perito mercantil*. The first two years of the same course, with the omission of foreign language study, leads to the lesser diploma of *contador*. The Bolivian school at La Paz has a course of study of five years which is both more extensive in scope and more intensive in content. The first two years are termed "preparatory," and include courses in mathematics, physics, chemistry, commercial geography and history, French, and English (both languages have already been studied in the lower school), and beginning courses in stenography and typewriting. In

the regular three-year course that follows, the study of foreign languages is continued, but the greater part of the student's time is given to the more technical branches, such as commercial operations, banking, exchange, commercial law, etc. The last year contains two divisions. One prepares especially for banking and international commerce; the other for the profession of consul, collector of customs, and other governmental administrative parts.

The commercial school of La Paz offers also a two-year course for girls. This section is distinctly elementary and practical, and a primary education only is required for entrance.

Commercial education in Brazil.—The subject of commercial education has not received the same attention or reached the same stage of development in Brazil that it has in certain other countries of South America. The Federal Government has established no school of this class and only one State has made the commercial school a regular part of the educational system. Neither are commercial branches included in the high-school curricula. The few commercial schools that exist are private foundations. In nearly every case they receive subsidies from the State or municipality, but there is no unity of method, purpose, or curriculum. Less than a dozen schools are in operation and the total enrollment does not exceed 1,000. The two most important are the School of Commerce at Sao Paulo and the Academy of Commerce at Rio de Janeiro, but in both the scope of the curriculum is narrower and the amount of technical study less than in the national commercial schools of Chile, Argentina, and Uruguay. The school at Rio de Janeiro is an adjunct of a commercial museum, which is much more important than the school, and is doing a valuable service in advertising abroad Brazilian products and Brazilian commercial opportunities. The school holds only evening sessions. This is true also of the regular course in the school of Sao Paulo. The latter institution possesses a magnificent building, the generous gift of a public-spirited citizen. The course of study comprises four years, including a preparatory year. For admission only the most elementary education is required. The first three years are devoted wholly to the study of foreign languages and elementary subjects, with the exception of a class in book-keeping in the third year. To the fourth year are assigned the really technical branches. An advanced course of two years prepares for banking, international commerce, and consular service, but the enrollment in this section is very small. Brazil is just awakening to the advantages of public commercial schools. Small centers are beginning to establish schools after the model of the one at Sao Paulo. Like the parent institution they are conducted in the evening only, and the patronage comes almost entirely from young men already in business positions.



SCHOOL OF COMMERCE, SAO PAULO, BRAZIL

Evening classes.—It is not alone in Brazil that evening classes in commercial schools are in vogue. In the countries that have the most successful systems of commercial education, the night school rivals the day section. Particularly is this true in the cities. At Valparaiso, Buenos Aires, and Rosario the enrollment in the evening classes constitutes two-fifths of the entire registration. Every national school of commerce in Argentina is required by law to maintain evening classes. The course of study in the night school is not merely preliminary or special. The entire curriculum of the first four years is repeated, and a student may graduate in this section, receiving either of the two elementary diplomas.

In the other countries.—The Federal Government of Mexico maintains at the capital two national schools of commerce, one for men, the other for women. Admission is based upon the completion of the higher primary curriculum, and the course of study extends over two years. The annual enrollment is six or seven hundred.

Peru and Colombia have a mixed system of State commercial schools. In the former there is a commercial college at Lima which receives national and municipal subsidies, and two primary commercial and industrial schools at Yurimaguas and Iquitos. In addition, the national high schools contain a section of commercial studies.

In the reorganization of her educational system, Colombia has planned the establishment of commercial colleges in the provincial universities and the incorporation of commercial studies in one type of national high schools. The grade of instruction will be much the same in both institutions.

Commercial studies in high schools.—The other countries of Latin America do not maintain separate schools of commerce, but in practically all some provision is made for commercial education. Many private commercial schools are regularly subsidized. In addition, commercial studies are introduced into the secondary school curriculum. This method assumes three distinct forms, depending upon the form of high-school organization. In most countries the regular high-school curriculum comprises but a single course of study, which is uniform for all pupils. In such cases the commercial studies are made a part of the common curriculum and are required of all. Where this organization is followed, the commercial branches are necessarily limited in number, elementary in character, and reserved for the last years. They can include nothing more than commercial arithmetic and the elements of bookkeeping. Moreover, they are of little value for encouraging industrial activities, since boys who complete the regular secondary studies are destined for the university and the liberal professions. This type is exemplified in the high schools of Guatemala, Salvador, and Venezuela.

The second type of commercial education in the high school is that in which it is made a parallel course equal in length with the others. This type is exemplified in the *liceo moderno* of Bogota, in which one section is distinctly commercial and the other is scientific. Colombia is one of the very few countries in Latin America that has retained the old classical high school with courses in Latin and Greek. But beside the classical liceo there has been created in recent years the modern liceo, and in this latter commercial studies have found their place as a separate section. The same system is applied in Cuba, except that there is only one class of high schools, including all sections. The course of study covers five years. Haiti has an organization similar to that of Colombia.

The third type is that in which all forms of secondary instruction are united in one school and where the studies of the first years are common to all. The best example of this type in Latin America is the organization of Costa Rica. During four years the studies are the same for all. At the end of this time three sections are formed—literary, commercial, and normal. The first two sections continue their studies for two years and the normal section for three years. In the commercial course the study of the national language and of English and French is continued, and the following technical branches are introduced with two and three recitations each per week: Bookkeeping, commercial arithmetic, and geography, industrial technology, commercial products, stenography and typewriting, political economy, and commercial law.

Private commercial colleges.—In addition to the regular State schools of different grades, commercial education is promoted in private business colleges organized after the popular North American model and conducted as a gainful enterprise. In educational merit they naturally vary greatly. Some are recognized as possessing very considerable merit and receive subsidies from the Government or municipality.

Church schools.—Still another class of commercial schools are those maintained by religious orders of the Roman Catholic Church and by the various Protestant societies. These schools recognize the popularity of the business course and are not slow to incorporate it into the organization of the school for the purpose of attracting patronage. The Salesian Brothers, who specialize in various forms of practical education, almost invariably include in their school a commercial section. Protestant institutions, which are to be found in almost all important centers, possess certain distinct advantages for this form of education, in that they are usually conducted by English-speaking persons, and much of the instruction is given in this language. English is everywhere recognized as the most important language for business, and many pupils attend these schools in pref-

erence to others, because they offer exceptional advantages for acquiring English in an easy and practical manner.

General status of commercial education.—In conclusion, it can be stated that the impulse toward commercial education in Latin America is very marked. It is one more manifestation of the modern, practical spirit which is moving in these countries. Some forms of the instruction given are much more efficient than others. When injected into an already overcrowded and uniform secondary curriculum and confined to rudimentary courses it can accomplish little good, but where it is made a distinct type of education, whether in separate schools or in a separate section of the high school, it has its own educative and utilitarian value, besides tending to modernize methods of instruction throughout the entire institution.

CHAPTER XII.

AGRICULTURAL EDUCATION.

In the past two decades Latin America has shared with the rest of the world an intensified interest in scientific cultivation of the soil, and in agricultural education as a necessary antecedent to better agricultural conditions. There is scarcely a country in Latin America that has not its agricultural college, one or more experiment stations, and other organized agencies for the dissemination of this branch of knowledge. The movement has resulted from two causes. First, the general advance in industrial life that has taken place at home; and second, the special interest in agricultural education that has developed in recent times in Europe and North America. Better industrial conditions in Latin America have improved the markets for agricultural products at home, and increased facilities for transportation by land and by sea have made Latin-American products a large factor in the world's markets. It became worth while, therefore, to study agriculture with a view to improving the quality and increasing the production. The example of the great agricultural nations stimulated the movement. As stated elsewhere, the Latin American ardently desires for his country the best and most progressive things of the world. He is quick to adopt a new idea, a new theory, or a new process. Modern agricultural education and experimentation have been accepted, therefore, in Latin America with the same fervor as elsewhere, notwithstanding the fact that conditions are less favorable for their practical application. Each South American nation, with the exception of Ecuador and Venezuela, has one or more agricultural colleges for advanced study in this science. Venezuela has recently employed a European specialist to study conditions in the country and advise the form of agricultural education best suited to her needs and capacity.¹ The smaller countries of Central America content themselves with elementary forms of agricultural education in connection with the primary school, but Honduras has recently inaugurated a policy of extending the scope of its agricultural instruction and of fostering in an especial manner this form of education. Prior to 1907 Mexico had only a moribund college of agriculture. In that year the institution was reorganized.

¹ On April 15, 1912, a decree was promulgated establishing a college of agriculture and veterinary science in Venezuela. The location of the institution was to be decided by the National Congress.

the curriculum changed, the plant improved, and practice joined with theory. The enrollment increased manyfold in a single year. The latest available statistics give 330 students in agriculture and 144 in veterinary science. Santo Domingo and Haiti each has a secondary school of agriculture. In the latter country it is combined with an industrial school called *Ecole des Sciences Appliquées*. The institution is a private foundation, but since 1905 has received an annual governmental subsidy. The course of study in agriculture extends over two years following a preparatory year in general scientific subjects. The school possesses a plot of ground for practical farming. Cuba has a regular agricultural college, which forms a department of the University of Habana.

At different epochs during the nineteenth century, there were sporadic attempts in different countries of South America to establish regular agricultural education. However, interest soon waned or conditions prevented the accomplishment of the enterprise, and it was not until late in the century that any permanent institutions were founded. The schools that exist at present represent two distinct categories and will be considered separately.

Agricultural colleges.—The higher schools can be designated as agricultural colleges, since they are on the same plane, as far as entrance requirements are concerned, as the professional schools of law, engineering, etc. Except in Argentina the agricultural college does not form a part of the university. Elsewhere it is an independent institution, and instead of being subject to the ministry of public instruction, it is responsible to the department of agriculture. Some institutions were of college rank from the date of their foundation, others represent a gradual evolution from a primary agricultural school (*Escuela practica de agricultura*).

The oldest agricultural college of South America is the Instituto Agrícola of Chile, founded in 1876, and located at Santiago. No other permanent foundation of college grade was effected until 1897, when the school at La Plata was established as an outgrowth of the practical school of Santa Catalina. In 1905 it was incorporated into the University of La Plata as a faculty. The State of Sao Paulo, in Brazil, established its college at Piracicaba in 1900. The college of Peru, at Lima, was definitively organized in 1901. Uruguay added a faculty of agriculture to the university of Montevideo in 1906, but two years later made it a separate institution. The college of agriculture in Buenos Aires was organized in 1904, and incorporated into the university in 1909 as a faculty of agriculture and veterinary science. In 1910 Colombia authorized by law the establishment of an agricultural and mechanical college in connection with the University of Cauca. The list, as now constituted, of national colleges of agriculture in South America was completed in 1911.

when Bolivia opened one at Cochabamba and Brazil began the organization of a national institute at Rio de Janeiro. In the latter case the technical courses in agriculture were removed from the engineering school and transferred to a new plant on the outskirts of the city, where practical application can be combined with theoretical instruction.

With the exception, therefore, of the institute of Chile, Latin-American colleges of agriculture are of very recent establishment. Since it was a new form of education, and in the main a direct importation from Europe and North America, few States possessed the personnel required for directing and teaching in such institutions. Often the first principals and professors were brought from Europe or the United States and many faculties still contain a large number of foreigners. Belgium especially, on account of the excellent reputation of its agricultural schools, has furnished a large number of teachers. The faculty of an agricultural college in South America is more often than not a cosmopolitan club. It is not unusual to find representatives from a half dozen different nationalities. In order to train a corps of native principals and professors, the States have granted liberal scholarships for study abroad in this line of specialization. Gradually the schools are filling up with native-born teachers.

Expenditures for agricultural colleges.—The States have been lavish in their expenditures for agricultural education. The teaching staff, so largely recruited abroad, is of itself an expensive item. The buildings almost everywhere are good, built expressly for the purposes of the college, and furnished in a modern manner. In some the classrooms and principal laboratories are grouped in a single large structure; in others each department has its own pavilion. Some of the large buildings are palatial in appearance. The new central hall of the agricultural faculty of the University of La Plata is a handsome and commodious building, as it stands to-day, while a large addition yet remains unfinished. The school at Montevideo occupies a building completed only three years ago, which is a model of elegance in its appearance and is admirably arranged for class and laboratory work. The school at Piracicaba in Brazil is a veritable paradise, where the large central building with two long unconnected lateral structures faces a park comprising a hundred acres, filled with such a variety and luxuriance of trees, shrubs, and flowers as only a tropical landscape can produce. Likewise the school at Lima is beautifully located, with adequate buildings for the school work proper and four special laboratory pavilions for the use of the experimental staff. At Buenos Aires the school is located in the suburbs, on the level pampa in the midst of fertile fields. The buildings are all pavilions, a half dozen in number, and each designed for

a special department. The Agricultural Institute of Chile has never had a building of its own, but it has enjoyed fairly adequate quarters in one wing of the Natural History Museum. Immediately in the rear is the experiment station and near by is the Practical School of Agriculture. Plans have been perfected whereby the institute will have in the near future other and more commodious buildings.

In the matter of equipment, the different States have exhibited great liberality. Nearly every school possesses a large farm well provided with buildings, machinery, and live stock. Laboratories are sufficient for the needs of instruction, and also of experimentation when this function has been combined with the duties of instruction.

A few figures may not be amiss to prove the solicitude shown everywhere for this form of education. The annual budget of the school at Lima is upward of \$50,000, which is double the amount allotted in 1902; the buildings cost \$150,000. The budget of the Bolivian school is \$10,000; that of the Chilean institute, \$20,000. This relatively small amount in the latter case is due to the fact that it includes the teaching staff only. The experimental station is a different organization, and so is the practical school of agriculture, although both institutions are located in the Quinta Normal with the agricultural college. In 1911 the University of Buenos Aires allotted to its faculty of agriculture and veterinary science the sum of \$180,000. The faculty of the University of La Plata received an even greater sum, and, in addition, the Government appropriated \$120,000 for new buildings. Uruguay spent in the years 1906-1908 a quarter of a million in buildings and equipment for her agricultural college, and is now erecting a new plant for the school of veterinary science, which will cost a like sum. The State of Sao Paulo in Brazil appropriates annually more than \$300,000 for the support of agricultural instruction and experimentation, and of this the college at Piracicaba receives from seventy-five to one hundred thousand. In the year that agricultural education in Mexico was reorganized, \$125,000 was spent in buildings, repairs, and apparatus. The University of Habana has recently erected a handsome building for its department of agriculture.

Dissimilarities in organization.—The organization of the agricultural college in its relation to the entire State educational system presents some variations. In Argentina it forms, together with the school of veterinary science, a faculty of the university and offers two parallel courses, one in agriculture and one in veterinary science. The same organization was effected in Uruguay, but after two years the schools were separated from the university and each erected into a separate institution. In their new locations they are widely separated from each other. In Bolivia both schools are united in the

same organization, but have no organic connection with other departments of higher education. A similar organization prevails in Mexico. In Brazil, Chile, and Peru practical courses in veterinary medicine are included in the agricultural college.

In the matter of experimentation also there is dissimilarity. Some, by reason of their charters, are experiment stations at the same time that they are schools, and the two functions are carried on with the same equipment and by the same personnel; others are distinctly teaching schools in which experimentation is only incidental. Most States founded experiment stations before agricultural schools, and the experiment station frequently remains distinct from the college. It is usually administered by foreigners, contracted for abroad for this particular activity.

Admission requirements.—The usual scholastic requirement for admission to the agricultural college is the certificate of having completed the regular secondary education or an examination covering equivalent studies. Certain States grant scholarships of sufficient value to cover practically all the expenses of the student. In such cases the examination is presumably competitive. In a few colleges the students, both State scholars and students who pay, room and board in the institution, but more usually the college is a day school only. Providing a college home and granting scholarships have come about because of the earnest desire of the States to encourage agricultural studies.

Curriculum.—The course of study almost uniformly covers four years. Not infrequently the first year is a preparatory course, comprising general scientific and mathematical studies, but without technical branches. The curricula given below are typical and show the range of studies and the order in which they are presented. The regular curriculum of Piracicaba is preceded by a "preliminary course" of one year, embracing the following subjects: Portuguese, French, arithmetic, elementary algebra, geography, history of Brazil, geometry, shop and field work. This school divides its year into semesters, and the subject matter is more subdivided. The student carries fewer subjects at a time, concentrates his attention, and changes many classes each semester. In accordance with Brazilian law, military training is given throughout the four years. With this explanation, the insertion of the preliminary year in the table of studies is unnecessary. It will be observed that two schools combine with agriculture practical studies in veterinary science. The college of Montevideo is strictly agricultural, since the State maintains a separate college of veterinary medicine. The same division of studies is observed at La Plata, Buenos Aires, Mexico, and in the Bolivian college at Cochabamba. The great stock-raising countries very naturally give particular attention to veterinary science, while in the others it is subordinate to general agriculture. Digitized by Google

TYPICAL CURRICULA OF AGRICULTURAL COLLEGES.

FIRST YEAR.

Montevideo.

Meteorology
Chemistry
Botany
Anatomy and physiology
Geology and mineralogy
General zoology
Mathematics and surveying
Drawing

Santiago de Chile.

Physics
Chemistry
Agricultural botany
Arithmetic and algebra
Geology and mineralogy
Agricultural zoology
Geometry and trigonometry
Drawing

Piracicaba (Brazil).

(First semester.)

Elementary physics and mechanics
Algebra and geometry
General chemistry and mineralogy
Botany
Zoology (domestic animals)
Animal anatomy and physiology
Drawing
Practical field work

(Second semester.)

Hydrostatics and hydrodynamics
Geometry and trigonometry
Organic chemistry
Plant physiology
Domestic animals
Drawing and carpentry
Practical field work

SECOND YEAR.

Agriculture
Zootechnics
Rural economy
Hygiene and prophylaxis
Technology
Mechanics
Viticulture

General agriculture
Arboriculture and horticulture
Agricultural entomology
Plant physiology
Animal anatomy
Zootechnics
Topography
Organic chemistry
Agriculture
Drawing

(First semester.)

Light, heat, and sound
Analytical and agricultural chemistry
Microbiology
Agricultural geology and soil preparation
Stock breeding
Surveying

(Second semester.)

Electricity and climatology
Analytical and agricultural chemistry
Phytopathology and entomology
Soil preparation and crops
Zootechnics (special)
Surveying

THIRD YEAR.

Agriculture
Analytical chemistry
Geology and related sciences
Rural engineering
Applied zoology
Arboriculture
Drawing and rural architecture

Agriculture
Viticulture
Plant pathology
Rural legislation
General zootechnics
Political economy
Agricultural technology
Hydraulics and rural constructions
Veterinary clinics
Applied hygiene

(First semester.)

Agricultural industries
Farm machinery
Stock feeding and poultry raising
Horticulture and fruit raising
Agricultural mechanics
Political economy

(Second semester.)

Agricultural industries
Forestry
Rural economy
Zootechnics (special and veterinary)
Practical horticulture
Apiculture
Rural constructions (roads, drains, etc.)
Practical work on the farm and in creamery

FOURTH YEAR.

Agricultural chemistry
Microbiology and phytopathology
Rural economy
Zootechnics
Agricultural mechanics
Rural legislation
Technology

Zootechnics (special)
Rural economy and statistics
Mechanics
Hydraulics and constructions
Applied analytical chemistry
Agricultural technology
Forestry

Two grades of titles.—Frequently the course of study is divided into two parts. On the completion of the first, which usually comprises two or three years, the student receives the certificate of skilled agriculturist (*agronomo perito*). If he continues and completes the entire curriculum he becomes an agricultural engineer (*ingeniero agronomo*). Some schools do not grant the final degree until the candidate has spent at least one year in the practice of his profession, during which time he prepares an original scientific paper in some special field of agricultural investigation.

The agricultural career.—Many students, even among the State scholars, do not study with the intention of devoting themselves entirely to agriculture as a profession. As has been remarked in preceding paragraphs, scientific, practical studies are not the most highly esteemed. An agricultural graduate is easily diverted from the vocation of agriculture and is drawn off into political life or into governmental bureaucracy. This is all the more common, since the patronage of the agricultural college comes not so much from families of practical farmers as from the wealthy planters who give little personal attention to the management of their estates, but intrust them to a hired steward (*major-domo*). These families have long furnished the political leaders of the country, and it is but natural that the sons, no matter whether their studies have been in law, agriculture, engineering, or even medicine, should maintain the family tradition and drift into politics. This condition is, however, slowly disappearing. The agricultural college is beginning to appeal to a class of young men who study with the firm intention of following the profession. When they do not possess an independent fortune permitting them to engage in agriculture on their own account, they seek employment on the large estates as managers, become teachers in the "practical agricultural schools," or investigators in the experiment stations.

Primary agricultural schools.—Besides the agricultural college, which is a school of university rank, there exists in Latin America another type of agricultural instruction of a lower grade called the *escuela practica de agricultura*. In some countries it was the first type of agricultural instruction introduced and preceded the college; in others it was established at the same time and placed alongside the higher institution. In many ways the two schools mark the sharp distinctions that exist in the Latin-American social structure. The college is for the sons of gentlemen whose social position calls for a university education, which may be taken in an agricultural college, providing it is of university grade. The practical school, on the other hand, is for the sons of the less fortunate, and is a school of a lower grade both scholastically and socially.



A. AGRICULTURAL SCHOOL, PIRACICABA, BRAZIL.



B. GENERAL BITTENCOURT INSTITUTE, PARA, BRAZIL.



A. GAME OF SOCCER AT THE AGRICULTURAL COLLEGE, PIRACICABA, BRAZIL.



B. BOTANICAL LABORATORY IN AGRICULTURAL COLLEGE, PIRACICABA, BRAZIL.



A. FAÇADE OF THE RECITATION HALL OF THE INDIAN SCHOOL AT LA PAZ.



B. A GROUP OF PUPILS OF THE SAME SCHOOL.



A. AGRICULTURAL SCHOOL, SAYAGO, URUGUAY.



B. SCHOOL OF ARTS AND TRADES, LIMA, PERU.

Number of schools.—The practical schools are not limited in number as are the agricultural colleges. In those countries that have made or are making the greatest strides in agriculture they are very numerous. Chile has seven; Argentina, three special and nine general schools, with six others in process of organization. In addition many Provinces in Argentina maintain their own local schools. In the Brazilian Federation at least seven States have one or more each; the State of Sao Paulo has no less than four. Many States maintain also model farms. The Federal Government grants a subsidy to every State or municipality that maintains an experiment or zootechnic station. In the reorganization of its agricultural education in 1907 Mexico adopted the policy of founding many regional schools of practical agriculture. Cuba has undertaken to maintain a school farm (*granja escuela*) in each of her six Provinces. Peru has a practical school in connection with the agricultural college at Lima, and three others in the Provinces.

The advantage of this type of agricultural instruction is beyond all question, and many of the schools are doing a very valuable work. There is, however, a tendency in some countries to increase the number beyond reasonable bounds and to establish them faster than they can be properly equipped. As can be readily imagined, political reasons are often the cause. It is a school for the sons of "the people," and each representative wants one for his district.

Physical equipment.—The plant and equipment of the practical school is simple and modest, as indeed it should be. Nowhere is there the magnificence, the palatial buildings, and abundance of scientific apparatus so often noticeable in the agricultural college. The farm is of varying size, but always ample. Only the staple crops of the region in which the school is located are cultivated. Some schools may almost be said to devote themselves to a single specialty, such as viticulture, grains, horticulture, or stock raising, and forage products. The buildings consist of the necessary farm structures, a principal's home, and a central edifice containing the offices, classrooms, dormitories, dining hall, and culinary department; for it is a boarding school in which the great majority of the pupils are State scholars, selected from the different administrative districts of the territory which the institution serves. The boys are sons of the managers and overseers of the large estates or of the smaller farmers. The last-named class is much the smaller, since unfortunately the small landowner, cultivating his farm with his own hands, is the exception in most parts of Latin America. Large estates supervised by overseers are the rule. The furniture and equipment of the classroom, dormitories, and culinary department are always simple, sometimes even crude. A part of the products of garden and farm is used in the

school; the rest is sold. When the management is good a considerable part of the expenses of the institution, including the *pension* of the students and resident teachers, can be met by the products of the farm.

Course of study.—The curriculum is simple and is designed to be especially practical. It comprises two or three years. Sometimes a preparatory year is prefixed; in other schools a deficient pupil is required to repeat the first year. Nothing is required for admission beyond elementary instruction, which is usually interpreted to mean only reading, writing, and the elements of arithmetic. In some schools which are not in themselves special a pupil may remain a year after finishing the regular course in order to perfect himself in some specialty. During this year his work is wholly practical. The two curricula here reproduced—Santa Catalina in Argentina and Santiago de Chile—represent the highest type of the practical school of agriculture. The former is a dependency of the University of La Plata and is not far from Buenos Aires. Smaller provincial schools would show lower entrance requirements and less advanced studies in the last year. In the Chilean curriculum the hours of theoretic instruction only are indicated, but the time devoted to practical field work can be estimated as much the same as in the Argentine school. The term of the Chilean institution comprises three and one-half years; the last semester, which is not reproduced here, is for the most part a continuation of the technical studies begun in the third year, with the addition of zootechnics and further studies in practical veterinary science.

CURRICULA OF PRACTICAL SCHOOLS OF AGRICULTURE.

FIRST YEAR.

<i>Santa Catalina.</i>	Hours per week.	<i>Santiago de Chile.</i>	Hours per week.
Applied arithmetic and geometry.....	3	Mathematics.....	3
Elements of natural sciences.....	4	Spanish.....	3
Elements of physics.....	2	Gymnastic exercises.....	2
Spanish.....	2	Religion.....	1
Drawing.....	2	Elements of physics.....	1
Laboratory and field work.....	27	Commercial arithmetic.....	2
		Drawing.....	3
		Foreign language.....	2
		Zootechnics.....	4
		Practical veterinary science.....	3

SECOND YEAR.

Agriculture.....	3	Mathematics.....	3
Elements of chemistry.....	2	Spanish.....	3
Elements of practical zootechnics.....	3	Gymnastic exercises.....	2
Orchard and garden products.....	2	Religion.....	1
Arboriculture.....	3	Elements of hygiene.....	1
Aviculture apiculture, and sericulture.....	2	Chemistry.....	2
Drawing.....	2	Accounts.....	2
Laboratory and field work.....	27	Drawing.....	1
		Foreign language.....	3
		Climatology.....	2
		Arboriculture and horticulture.....	3
		Practical agriculture.....	2

THIRD YEAR.

Agriculture.....	2	Mathematics.....	2
Rural industries.....	3	Spanish.....	2
Rural constructions and machines.....	2	Gymnastic exercises.....	2
Accounts and rural economy.....	2	Religion.....	1
Elements of practical veterinary science.....	2	Accounts.....	2
Elements of agricultural chemistry.....	2	Nivellization and rural constructions.....	2
Drawing.....	2	Drawing.....	1
Laboratory and field work.....	27	Foreign language.....	3
		Plant pathology.....	3
		Viticulture.....	3
		Wine making.....	3
		Agricultural machines.....	3

Other types.—The provincial agricultural institutes in both Argentina and Chile, as well as those in other countries, are much more elementary in character than those whose curricula have been given. In Argentina, where there are two types of primary agricultural education, the general and the special, the elementary and practical character of the former is especially marked. Theoretical instruction is limited to six hours per week. The rest of the student's time is spent in work in field and garden. The special schools, on the other hand, give considerable time to class and laboratory work. They are three in number—Cordoba, for agriculture and stock raising; Mendoza, for viticulture; and Tucuman, with two distinct specialties, arboriculture and the sugar industry. Each of these institutions has a three-year course in addition to a preparatory year, and the curriculum includes such general scientific studies as physics, chemistry, botany, geology, bacteriology, plant pathology, etc., besides courses in drawing, mathematics, and French. Entrance requirements are also greater than in the other class of schools and presuppose the entire elementary school curriculum. In fact, these special schools are but a reduced model of the agricultural college, with all the practical and much of the theoretical work directed toward a single specialization.

Indian schools.—In those countries in which the native Indian race still forms a very considerable portion of the population, the practical agricultural school assumes a different organization, in which agricultural training is only an incident—important, it is true, but after all, only an incident—in the general plan of instruction. The Indian is notably conservative. He clings conscientiously to the customs of his ancestors. He not only spurns the intellectual civilization of the white race, but he prefers his own traditional methods of agriculture and industry. In the few countries in which he has remained dominant he cultivates the soil with the same crude implements and according to the same primitive methods that were in vogue at the time of the conquest. He has adopted no new industries, and what renders his assimilation still more difficult is the fact that he often retains his native dialect, and learns and uses Spanish only when circumstances actually force him to make this concession.

In recent years a heroic effort has been made in States like Bolivia and Guatemala to penetrate this crust of Indian conservatism and to bring the native population into touch with modern civilization by the establishment of special Indian schools, called *Escuelas de Indígenas*. The object of these institutions is threefold—to teach the national language, to create a class of artisans, and to inculcate modern methods of agriculture, with the idea that the pupils will become in their native villages schoolmasters and missionaries of modern civilization.

The studies of the school correspond to the triple purpose of the institution. Primary subjects are taught more for the purpose of teaching Spanish than for the subjects themselves. Great emphasis is laid on manual training and elementary agriculture. The curriculum extends over three or four years. The pupils are State scholars and live in the school. This enforced separation from their families and Indian life, together with the constant association with the white man's civilization, is a necessary part of the system. By these means it is hoped to teach him the language and to convince him that there are more efficient methods of agriculture and industry than those in vogue in his native village.

An agricultural normal school.—Another form of systematic practical instruction in agriculture is the new type of normal school evolved in Argentina for the training of teachers for the rural schools. This school has already been described in detail in the chapter on normal education, and is mentioned here only for the sake of completeness and to emphasize its importance as an agency for the dissemination of scientific agricultural knowledge. The introduction of elementary agriculture into the rural school program is favored everywhere. The usefulness of the study depends almost entirely on the character of the instruction, and requires of the rural teacher a very different preparation from what he has hitherto received. The special normal school, founded by the Province of Parana, is becoming a model for other provinces of Argentina, and is a distinct advance in general agricultural education, as it prepares teachers who can make the elementary agricultural program of the rural school a vital part of the system and not a mere incident,

CHAPTER XIII.

INDUSTRIAL EDUCATION.

Interest in industrial education has increased steadily in Latin America during the past thirty or forty years. In the higher forms this has been evidenced by the change, in name or in fact, of the *Facultad de ciencias exactas* into the school of engineering; in the lower forms by the establishment and constant improvement of State-supported trade schools. If their success has not been uniform, it is not due to lack of governmental encouragement, but rather to the peculiar and often unpropitious conditions with which they had to contend. In both faculties and lower schools the first directors and professors were very commonly foreigners. As it was a new type of instruction, it was felt that local talent was neither sufficiently expert nor properly cognizant of the aims and methods of this class of schools, and Europe was called upon for skilled men to introduce and develop the purely technical branches of the new education. The foreigner always labors at a disadvantage. The language is at first a serious handicap, but much more serious is his ignorance of local conditions, habits of thought, hereditary prejudice, and public sentiment. In this particular instance he was at the additional disadvantage of being called to organize and further a type of studies generally regarded as menial by those who laid claim to social or intellectual distinction. In many cases, too, the time was not ripe for the introduction of the industrial school.

Progress in industrial education.—Hampered as it was by traditional prejudices in education and by an insufficient demand for its product, industrial education in Latin America has prospered very unequally. In those countries where industrial progress has been most marked the industrial schools, high and low, have come into public favor and have taken high rank.

In the University of Buenos Aires the engineering school enrolls annually eight or nine hundred students, and in numbers is now third in the university faculties. The engineering schools of Santiago, Montevideo, Lima, and Sao Paulo show a proportionate increase in students and a growing prominence as compared with the other professional faculties.¹

¹ For detailed information concerning engineering schools, their courses of study, equipment, etc., the reader is referred to Chapter VIII, where they are considered as a part of the university system.

Elementary industrial schools.—This chapter is primarily concerned with the lower forms of industrial education. Such institutions are to be found not only in the capitals and larger cities, but in many smaller towns as well. Particularly is this true of the more industrial nations, and if perchance the State or local government has not established the school, the field is often occupied by the teaching orders, especially by the Salesian Brothers, who make a specialty of agricultural, industrial, commercial, and the more practical types of education. The State industrial school for boys is most commonly designated as *La escuela de artes y oficios*; and the type of organization varies but little, except that in some countries it is in whole or in part a boarding school, in others a day school only. Instruction everywhere is practically free. Even the materials used in the workshops are furnished by the Government, which, however, is reimbursed, in part at least, for this outlay from the sale of manufactured articles. In addition, the State offers a certain number of scholarships to poor boys. In the boarding schools these are given in the form of board and lodging in the school itself. Almost everywhere the industrial school is well equipped in the matter of buildings. The very nature of the institution, with its laboratory instruction, necessitates special buildings; and while primary, secondary, or even higher schools may be lodged in remodeled houses, *La escuela de artes y oficios* usually has the honor and advantage of possessing its own building, designed especially for its peculiar needs and uses.

In some places the industrial school was originally established as a penal institution for boys—a reform school; but this type has now disappeared. The industrial feature may be continued in penal institutions, but the *escuela de artes y oficios* is simply a school and nothing more.

In grade it corresponds to the upper classes of the primary school. Pupils are expected to be able to read, write, and perform the simple operations of arithmetic before being admitted, but as industrial training is the principal feature of the school boys are frequently received who are deficient in the common branches and special classes are formed for them. Instruction in nontechnical studies is given throughout the entire course and includes the mother tongue, geography, local history, and arithmetic. A prominent subject is drawing, both free-hand and mechanical, but this becomes almost technical on account of its immediate application to the trades. The length of the course of study varies but slightly in different countries, the extremes being three and five years. One-half the day is devoted to the primary academic studies mentioned above and the other half to work in the shop.

Training for the trades.—Notwithstanding the time given to academic branches, *La escuela de artes y oficios* is in its organiza-

tion and purpose a trades school and not a manual training school. Shopwork is not arranged to afford a comprehensive view of the manual arts or to give a general training. It is specialized from the very first, and the pupil is assigned immediately to the acquisition of a certain trade. Later he may pass to another shop and acquire an allied trade. The number and class of handicrafts vary according to the importance of the school and the character of local industries. All schools teach carpentry, tailoring, shoemaking, blacksmithing, and furniture making; the more pretentious may include engraving, electrical construction, machinery, and industrial chemistry. A great many teach printing and bookbinding, and some of these shops are in reality Government printing offices from which are issued a considerable part of the State publications. The furniture shop is also utilized for the manufacture of school desks and office equipment for other State institutions.

Equipment.—The shops are usually well supplied with machinery and tools; in some the equipment exceeds even the needs of the institution. Organically the shops are the central feature of the industrial school and shop practice the chief business of the pupils. Some industrial schools, however, have deviated from their original purpose and have assumed the character of engineering schools or elementary academies of fine arts, although the pupils, on account of their meager preparation, were not well fitted for such studies.

Students.—The patronage of the *escuela de artes y oficios* comes entirely from the artisan classes of society. The strong social distinctions that exist everywhere in Latin America separate sharply manual from other vocations, and in those countries where modern industrialism has made the least inroads the skilled mechanic enjoys little, if any, social advantage over the common workman. This condition of affairs explains the fact that many pupils discontinue their trades, and, taking advantage of the academic instruction received in the schools, adopt some other occupation, preferring humble clerical posts to more lucrative positions in the trades. This is a condition that will disappear in time, and it has already partially disappeared from those districts where industrial activities have become prominent.

The school at Santiago de Chile.—The central industrial school of Chile, located at the capital, and the chain of Federal institutions in the larger cities of Argentina are of a distinctly higher type. The school of Santiago bears the same common name, but its equipment and instruction are much superior to those of the ordinary *escuela de artes y oficios*. It comprises under one management two separate divisions—the day school and the boarding school; the former of two years, the latter of three and four. The two institutions have separate classrooms and are entirely segregated. Only the shops are common to both divisions, but even here the pupils never meet, since

one section uses the shops in the forenoon and the other in the afternoon. The character of the divisions is quite different. The day pupils are distinctly trades pupils. They come from artisan families, and their object is solely to learn more or less thoroughly a single trade. They very rarely complete the entire course, but leave the school as soon as they can profitably enter upon their vocation. This section corresponds closely to the ordinary industrial school as described in preceding paragraphs.

The other section constitutes the real school, an institution higher in rank than the *escuela de artes y oficios*, and lower than the engineering school. It might be termed a practical school of engineering of the second grade. The pupils are State scholars, drawn from all Provinces in proportion to the population, and selected through a modified form of competitive examination. They must have completed the full course of elementary instruction, or its equivalent, and their preparation at entrance is therefore much in advance of that of pupils in the day section or of those in the provincial industrial schools. During their residence they are under strict, almost military, discipline, and their energies and attention are directed steadily to the work of the school. In fact, they are civilian soldiers preparing for posts of responsibility in the national railways and other State-controlled industries. While great numbers of the graduates are absorbed by governmental activities, they are free to enter private industries. The only obligation assumed at the time of accepting the State scholarship is to continue their studies throughout the entire course of three and four years. If for any reason they do not, the State must be reimbursed by the student or his bondsman. The division of the course into three and four years is effected in a unique and interesting fashion. During the first year the studies and shopwork are the same for all pupils. At the end of this period the most apt are put into a section that continues its studies for three years more, of which the last is devoted to real engineering subjects of an elementary and essentially practical nature. The less proficient pupils are restricted to a shorter course which excludes technical studies and prepares especially for certain trades. Both sections, however, pass through the wood and iron working shops, and thus secure a more general manual training than that offered in the strictly trade school.

Curriculum.—The academic studies of the first year are elementary, comprising commercial arithmetic, Spanish, penmanship, and drawing. The four-year course continues as follows: Second year, elementary algebra and geometry, drawing, hygiene, and English; third year, descriptive geometry, mechanics and graphical statics, machine design, elements of industrial physics, chemistry, and English;

fourth year, mechanics and graphical statics, machine construction, machine design, elements of resistance of materials, and English.

Shop practice in the first year is in wood; in the second, forging and foundry; in the third and fourth, mechanical and electrical.

The three-year students pursue practically the same academic studies, with the exception of those of the fourth year English and mechanics, and their shopwork does not include mechanics.

Pupils in the day section spend seven hours daily in the school, four in elementary academic studies and three in the shops. They have the opportunity of learning any one of a half dozen mechanical trades.

History.—The institution at Santiago has had a long and honorable history, and to it is due in no small measure the industrial progress of Chile. It was established in 1849 and began with 24 pupils. At present there are 300 State scholars in the three and four year courses and 100 in the two-year day-school course. The buildings are valued at \$175,000 and the shop equipment at \$75,000. In different local and international expositions the school has received 22 medals and 36 diplomas of merit. Besides the usual wood and iron working shops, it maintains others for boiler making, bronze work, electricity, and mechanics.

Industrial education in Argentina.—Argentina has planned to found and equip high-grade industrial schools in all the great centers. Already five such schools have been established—one each in the following cities: Buenos Aires, Rosario, Santa Fe, La Plata, and Salta. The institutions all bear the name of Escuela Industrial de la Nación, indicating that they are creations of the Federal Government and independent of the Province in which they may be located. As a result of their national character they are of uniform grade, although they may specialize in the industries most important to the locality. Entrance requirements, the academic branches of the curricula, and the length of term are uniform. Several parallel courses of study are offered, the number varying with the size and resources of the school. The institution at the capital offers four—general mechanics, electricity, industrial chemistry, and general industry. Below is given the curriculum and distribution of hours for each of the six years of the course in general mechanics. The other courses are of equal length and contain an equal amount of practical work.

Curriculum of industrial schools of Argentina.

Subjects of instruction.	Hours per week.					
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.
Mother tongue.....	3	3				
Penmanship.....	3					
French, English, German, or Italian.....	4	4				
History and geography.....	3	2				
Natural science.....	2	2	2			
Free-hand drawing.....	3	2	4	4		
Mathematics.....	6	6	4	4	6	
Geometrical drawing and descriptive geometry.....		3	4	4		
Machine designs.....					6	6
Chemical technology.....					2	
Physics.....				3		
Graphical statics and resistance of materials.....			3	4		
Mechanics and applied kinematics.....				3	2	
Machinery.....					3	3
Constructions.....						4
Hydraulics.....					3	
Electrotechnics.....					3	3
Heat and its applications to industry.....				2	1	
Photography.....						3
Bookkeeping.....			3			
Commercial law and industrial legislation.....						2
Mechanical and metallurgical technology.....					3	1
Carrying machinery, cranes, etc.....					4	
Hydraulic machinery.....						2
Gas motors and steam engines.....						6
Shopwork.....	12	12	11	10	8	3
Total.....	36	36	36	36	42	41

The studies in all courses are practically uniform during the first three years, and not only is this true of the academic portion of the curriculum but also of the practical exercises. Regular progressive shopwork in wood and iron precedes specialization. This policy determines the character of the institution and makes it, like the Chilean school at Santiago, a type of practical engineering college. In fact, a graduate of the school may enter the second year of a faculty of engineering. In the smaller schools, that can not offer as many specialties, the uniform course may extend over as many as four years. The foreign language elected is usually French, on account of its ease for a pupil whose mother tongue is Spanish and on account of the greater proficiency that can be acquired in a given time.

Tuition fees and scholarships.—Instruction is not entirely gratuitous, but the fees are so small as to be merely nominal. It is an educational policy in Argentina to impose a trifling tuition charge in all schools, even in the primary, where attendance is compulsory. It is argued that the amount is so small that it never constitutes a hardship, but that, small as it is, it makes both pupil and parent feel a greater interest in the school. Even a small contribution creates a sense of ownership, a desire to promote the prosperity of the institution, and a determination to profit by the outlay.

Another national educational policy in Argentina forbids a boarding department in State schools of any grade. The industrial schools are therefore day schools only, and there are no national scholarships.



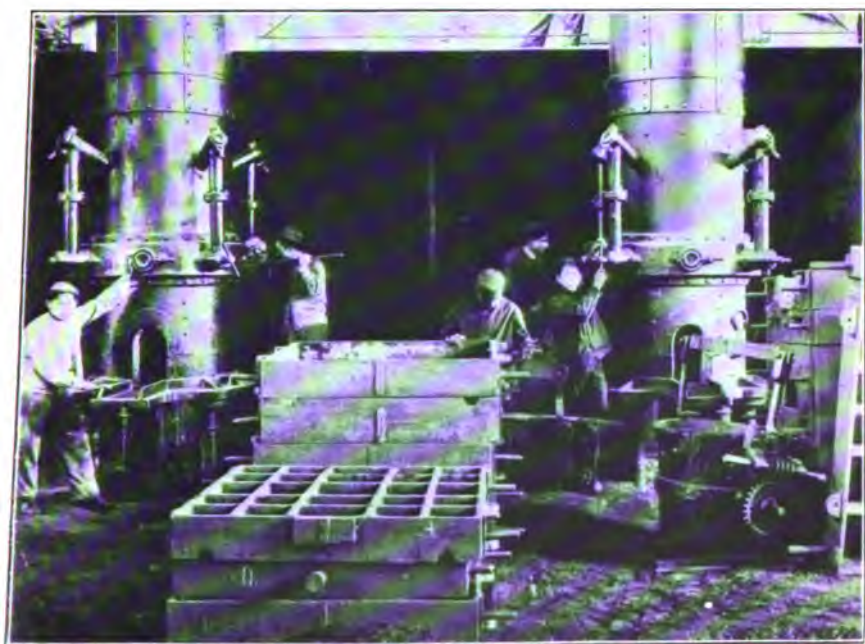
A. INDUSTRIAL SCHOOL, ROSARIO, ARGENTINA.



B. NATIONAL INDUSTRIAL SCHOOL, BUENOS AIRES, ARGENTINA.



A. SCHOOL OF ARTS AND CRAFTS FOR GIRLS, LA SERENA, CHILE.



B. IRON FOUNDRY, SCHOOL OF ARTS AND TRADES, SANTIAGO, CHILE.

However, the Province in which the school is located sometimes grants to boys who live in other towns scholarships sufficient to cover actual living expenses.

Buildings and equipment.—While the curricula, entrance requirements, and policy of all the federal industrial schools are uniform, in material equipment they are at present very unequal. The school of Rosario occupies modest and totally inadequate buildings, originally constructed for other purposes. Congress has, however, voted funds for the erection of new and specially designed buildings, and in a year or two the present unfavorable conditions will be eliminated. In the matter of equipment also the smaller schools suffer in comparison with the institution at the capital, and this is but a corollary to the inadequacy of buildings. Machinery and laboratories can not be installed when floor space is wanting, and the lack of proper buildings is an excuse for not providing funds for improvement of the shops. However, the smaller schools are steadily increasing their facilities and improving their work. The general policy of the federal schools is to be really practical in their training, and this policy is the more vigorously adhered to since the large central institution at the capital sets a standard of efficiency and methods to which all the others aspire. This prevents the more poorly equipped from lapsing into mere theoretical instruction. Good use is made of the facilities and equipment they possess, and, as the basic shopwork for all pupils is the same, better general training can be effected with meager facilities than if specialization came earlier.

The school at Buenos Aires.—In marked contrast to the limited facilities of the smaller schools are the magnificent quarters and thorough equipment of the great institution at the capital. Covering an entire block, three stories in front containing offices, classrooms, laboratories, and library, and one story in the rear occupied by the shops, the building is a splendid tribute to the spirit of modern industrialism which is pervading Argentina of to-day. Classrooms, laboratories, and shops are well equipped. Nearly all the furniture in the building was made in the shops, and much of the machinery was likewise constructed in the school.

Six hundred and sixty-five students were matriculated in 1911. The high standard required and the ease with which pupils with a modicum of industrial training can find ready employment in local industries tend to deplete the upper classes. Five-sixths of the entire enrollment is found in the first three years. Discipline both in class and shop is rigid. The *laissez faire* method of university life is not imitated here. Regular attendance is insisted upon. Written monthly examinations are given on all subjects, and these count equally with the final oral examination toward determining the student's annual classification. A certain unusual rule of administration is not with-

out merit: A student who fails one year is not debarred from re-enrollment, but must pay double fees.

The desire of the Government to encourage industrial education is proved by the liberal appropriations. In 1911 the five schools received \$400,000, of which half went to the school of Buenos Aires.

Industrial schools for women.—Industrial education for women is also widespread in Latin America. Besides the regular industrial schools, instruction in household arts is given in all good normal schools for girls, although in many, for lack of appliances, there are no practical courses in cooking. This feature of the normal school can not, however, be termed industrial education in the strictest sense, since it is designed solely for reproduction on a reduced scale in the primary grades. However, it is a powerful influence for the popularization of the importance of practical things in the life of women and for ennobling manual labor is general.

All the southern nations of South America, and some in the north and in Central America, have established special schools for the industrial education of girls. The Argentine Federal Government maintains no less than five in the national capital and five more in the Provinces. Some Provinces maintain schools of their own. In Chile 28 schools have been organized, besides the normal industrial institute at Santiago, which is at the head of the system and supplies teachers for the technical branches. The Chilean Government expends annually \$200,000 on its industrial schools for girls. This form of education appeals also to private benefactions and to religious societies. In many States schools have been founded and are maintained by these agencies with the help of subsidies from the Government. The large number of industrial schools for girls, State and private, in many countries indicates that a decided social revolution is in progress in Latin America. The sphere of woman is no longer limited to her own household or to domestic service, which was for so long her traditional place in Latin civilization. In many countries of Latin America she has entered business and industrial occupations, not to the same extent, it is true, as in the United States, but in recent years the movement has been greatly accelerated.

Different types.—The industrial school for girls is known in different countries by different names, as *Escuela profesional de niñas*, or *de mujeres*; *Escuela de artes femeniles*; *Escuela practica de niñas*. The difference is not wholly one of name. There are two somewhat different types of institutions, and the same type in different countries is not always designated by the same name. In one the trades feature is especially emphasized; in the other a complete, rounded training in household arts is the aim. The one is a professional school for women; the other a girls' manual training school. The distinctive aims of the two types are not incompatible, although the spirit of the institutions may be quite different. Both offer oppor-

tunity for learning the most common trades, and both likewise afford a general training in household arts.

In the trades school the pupil enters at once upon the study of any one particular line of work which she may choose and for which she is prepared. Often she studies two allied trades. There is no fixed length of curriculum. When the student has mastered a trade she receives a certificate of competency. This may be won in a single year if the student is intelligent, quick to learn, and confines herself to a single subject. As it is more usual, however, to combine two allied trades, two and even three years may be necessary to win the certificate. The trades commonly taught are dressmaking, millinery, and tailoring. Practical cooking is offered wherever the State can be induced to furnish the necessary facilities.

The girls' manual training school, on the other hand, has a fixed curriculum covering usually three years, and the diploma is granted only to those pupils who complete the entire course. In other respects the two types of schools have much in common. The entrance requirements, as in the corresponding school for boys, include only the rudiments of a primary education. A minimum age of 14 years is another requirement. Primary studies are continued. Much attention is given to drawing and to composition in the mother tongue. The best schools always require that a design of the work be made before the task is undertaken, and that a full and careful written description of the process be prepared after its completion. A careful estimate is required of materials used and their cost, so that practical arithmetic is interwoven with handwork.

A very common adjunct to the industrial school for girls is a short commercial course, comprising commercial arithmetic, elements of bookkeeping, and typewriting.

Patronage of industrial schools.—Industrial schools are to be found only in the cities and larger towns where the industrial population is the greatest, but it would be a mistake to assume that all girls enter, or even study to enter, industrial pursuits; many study simply to become proficient in household arts. One problem of industrial education in Latin America is to induce girls of the poorest families to avail themselves of the opportunities offered. Most schools include in their curriculum personal and household hygiene which, with domestic economy as taught in connection with practical work in household arts, would be of incalculable value in the homes of the very poor. However, the great majority of matriculants come from families of artisans and small shopkeepers.

A unique institution.—An institution at Santiago which is directly connected with the departments of manual training and domestic science in the State system of education in Chile deserves special notice, not only because of the important functions it performs but also because it is unique in South America. Its official designation—

Escuela de Educación Física—conveys only an imperfect notion of its manifold activities. In reality it is four schools in one, containing the following departments: Physical culture, domestic science, manual training, and stenography. Instruction is also given in pedagogy and drawing, the latter for application in manual training and the former because the primary purpose of the institution is to prepare teachers in the various special branches for service in the State industrial, normal, and high schools.

The equipment of the institution is remarkably good in all departments: Roomy shops for wood and iron work, well-furnished kitchens with complete culinary apparatus, a large number of typewriters, splendid gymnasium with sufficient apparatus, and a complete set of instruments for physical measurements. The building is of recent construction and thoroughly adapted to the needs of instruction.

The institution was founded in 1906, and has been well patronized from its very inception. The average enrollment during the first year was 220. In 1911 it was 239, of whom 77 were men and 162 women. The school is almost of university grade. Matriculants must either have completed five years of the secondary school program or have graduated from a normal school.

A considerable number of students are teachers in the provincial schools who are granted leave of absence that they may take short, practical courses in their specialty. Vacation courses are also given for the same purpose. The utility of the institution to the State system of schools is unquestioned, and it is preparing an excellent corps of special teachers in domestic science, physical culture, and manual training. The policy of the school is intensive study and much practical application. The full course of study in each department extends over only two years with 14 and 15 hours per week. During the last year there is given a course in methods with practice lessons in order to prepare the student for teaching the particular subject.

Another unique type.—Rio de Janeiro possesses a school of arts and crafts which differs materially from the accepted type. It is not a State institution, but its public utility is recognized by the Government and it receives an annual subsidy. The association that maintains the school bears the name of La Sociedade Propagadora das Bellas Artes, and this fact in itself gives a hint as to the character of the institution. The school is known as the Lyceo de Artes e Officios, but its province is not to teach the trades themselves, but rather to make workmen intelligent and efficient in general, and more skillful and artistic in their work. The school maintains no shops in the ordinary sense of the term, but its curriculum contains useful groups of studies for more than 50 callings and trades. A workman is expected to learn his trade through an apprenticeship outside

the school. The latter merely aids by furnishing him the scientific knowledge and arousing artistic feeling. The curriculum comprises courses in applied sciences and in art. The former include arithmetic, algebra, geometry, trigonometry, applied physics, chemistry, and mechanics; the artistic courses comprise drawing in all its forms, arithmetic, sculpture, painting, and engraving. Through a wise selection of subjects related to his particular vocation a workman can prepare himself to pursue his calling with intelligence, and in those vocations that admit the element of beauty, with artistic touch and appreciation. On the trades the influence of the school is supplementary only, not basic, except in so far as scientific knowledge is basic for all vocations. For architecture and the fine arts, the institution offers a complete education both scientific and practical. Classes for men are taught during the day and in the evening, but for women only during the day. The annual enrollment is large and indicates the popular character of the institution. During the year 1911 the matriculants numbered 2,487, of whom 1,987 were men and 500 women. This was an increase of 450 over the enrollment of the preceding year.

The society that maintains the school is unusually interesting in its history, organization, and methods, and is a fine example of what can be done in education by non-State and non-sectarian institutions in Latin America. It was founded toward the middle of the nineteenth century. Its present constitution recognizes eight classes of members. Ever since its organization the titular head has been the chief executive of the nation, and during all its history membership has been counted a signal honor. The great and wealthy have considered it a privilege to contribute to its support. Regular members pay an initiation fee and small monthly dues. These moneys, together with gifts, endowments, and the State subsidy, constitute the revenue of the society. The teaching staff is chosen from the membership. No salaries are paid the instructors, but they are exempt from the payment of dues, and through length and regularity of service rise to the position of honorary membership. In its origin the society clearly recognized the principle of cooperation in education; children of members paid no tuition, but the same privilege was later extended to other matriculants, so that now instruction is gratuitous for all.

The constitution of the society is not a model that could be generally copied. Local conditions and a certain social prestige acquired at its very foundation have no doubt contributed to its success, but the principle of private secular initiative which it embodies constitutes a pleasing variation in the general uniformity of State or religious organization of higher and special education in Latin America.

PART III. GENERAL EDUCATIONAL TOPICS.

CHAPTER XIV.

COEDUCATION.

Tradition in Latin America was at one time wholly opposed to the coeducation of the sexes; indeed, it was very generally hostile to any education for girls, except the very imperfect type given in the old convents. The past half century, however, has produced remarkable changes in public opinion in this regard, and school customs of to-day, even in the most conservative countries, bear little resemblance to those of two generations ago. In the first place, the secular education of girls is everywhere recognized as a duty of the State, equally with that of boys. Nor is their schooling confined to the elementary grades; secondary education also, in some form, is provided for girls.

While it is universally admitted that the State's duty is to provide instruction for all the youth of the nation, without distinction of sex, the organization of schools in reference to the sexes and public sentiment in regard to coeducation are far from uniform. In general practice each sex has its own school, but the exceptions to the rule are very numerous and are often found where least expected.

In elementary schools the practice differs as between town and country. In the larger centers the sexes are usually grouped in separate schools from the very first, or, at least, after the primary grade. In towns the number of pupils and teachers permit segregation without any serious economic loss. In the hamlets, however, there are not always sufficient children to form two full parallel classes in all grades. Moreover, the village and rural schools are usually of an elementary character, comprising perhaps only three or four grades. They are, in fact, but primary schools, and the tender age of the pupils does not antagonize the general sentiment against coeducation. Besides, the economic and material difficulties of maintaining two parallel schools with a small enrollment would be insurmountable. Some States, however, forbid the enrollment in mixed classes of boys beyond a designated age, which varies from 10 to 12.

Some statistics will indicate the variance in custom that exists in different countries in regard to coeducation in public primary schools. The figures in the table are taken from the latest available reports, but are not all for the same year. Notwithstanding this disadvantage, they represent accurately the proportion of the various types in any one country and the wide divergence between different countries.

Coeducation.

Countries.	Schools for boys.	Schools for girls.	Number coeduca- tional.	Total.
Ecuador.....	506	509	92	1,197
Salvador.....	208	200	88	486
Guatemala.....	521	454	283	1,258
Costa Rica.....	33	32	272	337
Uruguay.....	79	52	662	793
Mexico (Federal and State schools).....	2,917	1,484	1,092	5,493
Mexico (local schools).....	1,466	763	759	2,988
Chile (urban).....	166	184	201	551
Chile (rural).....	330	133	1,225	1,688
Argentina.....	442	287	4,140	4,869
Buenos Aires (city).....	50	97	42	189
Buenos Aires (Province).....	64	6	1,573	1,643
Province of Entre Rios, Argentina.....	15	4	341	360
Province of Santa Fe, Argentina.....	26	12	318	356

Even in the countries where the proportion of mixed schools is the largest coeducation is practiced chiefly in the country and villages. This is clearly shown in the statistics from Chile, where the schools are classified as urban or rural. Coeducation has acquired greater favor in Argentina than in any other nation, but even there the difference in custom between city and country is still marked, and in order to show this divergence figures are given separately for the capital alone and for several Provinces. The proportion also varies as between Provinces. In the Province of Santa Fe there is one city of two or three hundred thousand inhabitants and another of thirty or forty thousand. In this Province the proportion of mixed schools is far below the average. In the Province of Entre Rios there is only one large town, and, besides, the sentiment in favor of coeducation is very marked even in the town itself. The detailed statistics given below for Uruguay portray very accurately the prevailing custom throughout Latin America. The table shows the division of schools into rural, first class (3 or 4 grades), second class (4 or 5 grades), and third class (a complete elementary school). It also shows separately Montevideo (including city and Province) and the entire Republic. Argentina, Costa Rica, and some States of Mexico are the only parts of Latin America that would give statistics more favorable for coeducation in public elementary schools.

Coeducation in Uruguay.

	Schools for boys.	Schools for girls.	Mixed schools.	Total.
<i>Montevideo.</i>				
Rural.....			29	29
First class.....			16	16
Second class.....	18	1	20	39
Third class.....	1	1		2
Total schools.....	19	2	65	86
<i>Uruguay (entire).</i>				
Rural.....	5	5	554	564
First class.....	3	2	71	76
Second class.....	69	43	37	149
Third class.....	2	2		4
Total schools.....	79	52	662	798

In regular secondary instruction there is no coeducation, except in rare instances. The State maintains one set of liceos for boys and another for girls, although the course of study is practically the same in both. Economic reasons may, however, bring about a change in the policy. Already there are some signs of innovation. A few high schools in Argentina admit both sexes, and in Costa Rica girls who have completed the curriculum of the girls' high school, which is not so extensive as that of the boys', may continue their studies in the liceo. In some other places the same building is used for both sexes, but they are organized with different classes, and even the hours may be different, one sex in the forenoon, another in the afternoon.

In the universities.—The State universities are open to women, and in this grade of education the old traditions and prejudices against coeducation have broken down almost everywhere. It is true that women do not enroll in the schools of law and engineering, but they are at liberty to do so if they choose. In other faculties, however, they are present, even in the most conservative countries, and in many universities their number is very considerable. Wherever the faculty of letters has been retained there will be found some women matriculants, and where this faculty has become, either in name or in fact, a higher normal school the number of women students has increased from year to year, until now they constitute a decisive majority of the entire enrollment. This is the situation at present at Santiago, Buenos Aires, and La Plata, and so natural does it appear that it has ceased to cause comment. It is, however, in the medical faculty and in the related schools of pharmacy and dentistry that the presence of women is most marked. The actual number in this department exceeds that in the faculty of letters, but the proportion is not so great, since there is a much larger enrollment of men. The history of the admission of women into the university has been much the

same in Spanish America as elsewhere. It was first a special privilege. The complete secularization of the universities prevented any discrimination; the institution was legally open to all. The number of women gradually increased. Their presence was at first a curiosity, but in time became a matter of indifference, and later an accepted fact. In its every phase the movement was prompted by economic motives only. There was no woman question involved. It was not from a desire to share men's education that the women came to the university. Certain vocations were opened to them through social and economic evolution, and they resorted to the university, since it was the only institution that afforded the opportunities of sufficient preparation.

Results.—It does not appear that the men students exhibited pronounced animosity to the enrollment of women in any of the university departments, nor does the presence of the latter seem to have given rise to special problems, either academic or social. The common report is that the young women have comported themselves with dignity and maintained the most natural relations of comradeship with their classmates. The same is true in the few institutions of secondary education where coeducation exists. After the first year of the experiment in the upper grades of the national high school of Costa Rica, the principal reported that the presence of the young women, instead of injecting new problems into the discipline of the school, had exercised a decidedly good effect.

An economic movement.—The large number of women students in certain departments of the universities is astonishing, considering the long tradition and pronounced prejudice against coeducation in general in Latin countries and the comparative rarity of the practice in higher elementary schools even to-day in Latin America. It should be noticed that the movement is, in one respect, quite different from that in North America. In the United States it is in the college of liberal arts that the enrollment of women has grown prodigiously during the last generation. The motive on the part of the majority is a desire for a higher general education without reference to its application to any particular vocation. In Latin America, on the other hand, it is the vocational departments that women have invaded. They study to be teachers, physicians, pharmacists, or dentists. If they were seeking a general literary education, they would enroll in the faculty of social and political sciences, which offers more cultural studies than any other department of the university, but this is precisely where none are found. Their presence in such large numbers in the faculty of letters and philosophy in Santiago, Buenos Aires, and in the corresponding department of La Plata is because they can there prepare for teaching. In this

case, as in the others, it is professional, not general, education that they seek.

In industrial schools.—The industrial schools are nowhere coeducational. The only exception is the Escuela de Educación Física of Santiago, and this is explained by the fact that it is practically a normal school, preparing teachers for physical culture, manual training, and household arts for the various secondary, normal, and industrial schools of the nation. Even here the class and laboratory instruction is, in the very nature of the studies, separate for the two sexes.

In commercial schools.—Curiously enough, in commercial education, where one might expect more frequent instances of coeducation, it is not found except in Brazil, where organized, public commercial instruction has been less developed than in most countries. The school in Sao Paulo and one in Rio de Janeiro admit both sexes, and the latter has a relatively large enrollment of women. Another exception is the commercial section of the high school of San José, in Costa Rica; but the reason for the introduction of coeducation there was purely economic. The city is not large enough to warrant separate schools, with the additional expense of installation and equipment.

Coeducation in normal schools.—In normal education, except in the higher normal schools, as mentioned above, the sexes are usually educated and trained in separate institutions. Since normal schools are most often State boarding schools, coeducation is less feasible than in other institutions. Even in countries where the normal is a day school only, the general custom is to provide separate institutions for the sexes. However, the school of Rio de Janeiro is coeducational, and the Sao Paulo normal school has an evening course for young men. The single normal school as yet established in Bolivia, and located in the ancient and conservative city of Sucre, is also coeducational.

In Argentina the normal schools of the capital and larger provincial cities are for one sex only. Of the more than 60 normal schools supported by the Argentina National Government, 24 are for women and 34 for both sexes. There is no doubt that the coeducational normal schools in the Provinces are thoroughly successful, and in the towns in which they are located public sentiment is decidedly in their favor. Their establishment was due partly to reasons of public economy and partly to the preponderating influence of North Americans in this branch of public instruction at the time of its introduction. But notwithstanding its original impetus and its continued success where tried, the policy of coeducation in Argentina normal schools does not seem to have gained force. The two types will

doubtless continue in much the same relative number as at present. The capital and larger cities are not likely to be soon won over to the coeducational normal school, especially when segregation is the rule in other forms of secondary instruction. However, the presence of young women in the universities and in the higher normal school of Buenos Aires may in time affect the general sentiment on this subject even in the large centers. At all events the coeducational normal schools in the Provinces have promoted the practice of coeducation in elementary schools—a practice much more common in Argentina than in other Latin-American countries.

CHAPTER XV.

ANCIENT LANGUAGES.

In general it may be stated that the study of ancient languages in Spanish America has been eliminated. The few exceptions, which will be considered later, do no more than emphasize the rule. At first thought it is a subject of wonder that nations whose common speech is descended in direct and unmixed line from the Latin, the great learned language of Europe during so many centuries, should have relinquished this together with the remote classic tongues of antiquity. One would suppose that racial pride, to say nothing of philological reasons, would have constrained the Neo-Latins of the New World to retain the subject very generally, and even to foster it more jealously than is done by Anglo-Saxon and Germanic nations. School tradition, too, should have aided the cause of Latin, to say nothing of Greek. Custom is almost as dominating in the school as in law and religion, and Iberian tradition was and continues to be strong in favor of the retention of the ancient classical languages. But notwithstanding reasons of kinship of speech, pride of race, and scholastic tradition, Latin, as well as Greek, has almost wholly disappeared from the curricula of South and Central American educational institutions.

One reason for the elimination of Latin is neither hard to find nor difficult to state. It is the antagonism, either open or latent, which exists almost everywhere between state and church. So self-explanatory is this reason that every intelligent Latin-American, when asked why Latin has been discarded in the schools, immediately and unhesitatingly offers this obvious explanation. Others there are, but this one is so patent that it is apparent to all.

Up to the time of their independence, Latin-American countries relied entirely on the church for the establishment and maintenance of schools. The local priest had oversight of the primary school, if there was one. Religious orders maintained institutions of secondary grade, and the colonial universities all owed their foundation to the church. In the struggle for independence, the clergy very generally favored the colonies, for it was not Spain the Catholic against which they first rebelled, but against Spain, the subject of Napoleon, the man who had despoiled the church and virtually imprisoned the Pope. The formation of the independent republics did not at first

change the status of education. During the first decades of the new era the religious orders continued in charge of the schools, high and low, to the entire satisfaction of all concerned. The State willingly granted subsidies for their improvement and extension. But during the latter half of the nineteenth century conditions changed. The idea of secular education, which should be free to all and required of all developed in Latin America, as it had slowly developed in Latin Europe. Education by the state, for the state, without reference to the ecclesiastical organization or to specific religious instruction, was abhorrent to the tenets of the church, and it resisted to the full extent of its power, but in America, as in Europe, the state triumphed. Public secular primary schools were first established, then high schools, and the universities also were in time wholly secularized. This struggle long continued alienated and embittered the two powers, and the doctrine of complete separation of church and state gained added force. It is a bit fantastic that the animosity should be reflected in school curricula, but such proved to be the outcome. Since the state had undertaken public instruction, it must perforce make its schools popular. The church schools had remained classical and conservative. The state, in contrast, made its schools scientific and practical. Latin was the central, all-pervading feature of ecclesiastical education. In order to discredit this education, the study of Latin was decried. Latin was the official language of the church; to teach it in the secular school was almost like teaching an ecclesiastical subject. Again, if Latin were recognized as an important study, the state educator could not compete with the clerical, since the best Latinists were the clergy themselves and the members of the religious teaching orders, and to admit them into the secular teaching corps and to give Latin its pristine position in the rôle of education would be but to transform the new secular system into the old ecclesiastical school.

The outcome of the struggle was the entire elimination of Latin from State-supported and subsidized schools, and when it was no longer required, or even "credited," for the baccalaureate—a State-conferred degree—it naturally disappeared from the private schools as well. Latin is not included in the curricula of secondary schools, much less in primary, in any of the following countries: Argentina, Bolivia, Chile, Costa Rica, Cuba, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Salvador, and Uruguay. Haiti and Colombia maintain two classes of secondary schools, the classical and the modern. In his last report the minister of public instruction of Colombia, although agreeing to the retention of the classical school, urges the further development of the modern. Some Venezuelan high schools offer courses in Latin, but the studies are elementary, embracing only the rudiments of the

grammar and simple translation. In some countries it is positively forbidden by law to teach the subject in schools. Exception is always made of the *seminarios* for the education of priests. The disappearance of the classic language was not always effected without a contest. Aside from the clerical influence many educators trained under the old system recognized the value of the subject in any scheme of education and fought valiantly for its retention. Some States wavered in their policy; under one régime it was abolished; under another, restored; only to be cast out again when its opponents returned to power. Argentina fluctuated many years in her policy: Uruguay but recently discarded the subject.

In the universities there may be, and usually are, courses of lectures on the history of classic literatures, but these are given in the mother tongue and do not presuppose the reading of these literatures in the original by the students. In the Instituto Pedagógico of Chile, which, as stated above, is the only section of the faculty of letters yet organized, an elementary course of three years in Latin is required of those preparing to teach Spanish and French; but even here Latin is not taught for the sake of Latin, but as a suitable background for the scientific study of Spanish or French grammar. The same arrangement obtains in the faculty of philosophy in the University of Buenos Aires, which is also in fact, although not in name, a higher normal school. Elementary courses in Greek are also offered in the University of Buenos Aires.

In many institutions educators recognize the very great value of Latin in any extended study of Spanish, especially for future teachers of the mother tongue, and some attempt to evade the school regulation by introducing a short course in "linguistics," which in practice becomes a study of word formation and the morphology of Latin. But these studies are only primary; even those in the higher normal schools are exceedingly elementary and confined to small groups of students, so that the opening statement of this chapter that instruction in Latin had generally disappeared in Spanish America remains nevertheless true.

A reason other than the clerical has militated against Latin—a reason interwoven to a certain extent with the question of church and more difficult both of appreciation and expression, but none the less potent. The Spanish American has great admiration for and faith in the efficacy of all things modern. When he has applied to any object or idea the epithet of *moderno* he has expressed the highest possible appreciation. The latest ideas in philosophy, in sociology, in education find nowhere more ready and earnest disciples than in South America. This trait of character, joined with his confidence in the power of education to reform undesirable conditions and to advance the material and social status of the nations, makes him

seek earnestly the most advanced theories. To him Latin was an antique, like the fine old massive furniture of his colonial ancestors which he is prone to discard in favor of the lighter and newer styles. Western Europe was developing certain types of education in which the classics were replaced by scientific studies. The Spanish-American argues that the school must regenerate the nation, advance civilization, develop the material resources of the country, and bring it into touch with its most progressive neighbors. In order to perform this mission, it must use the most effective means. In this utilitarian theory Latin could not compete with sciences and modern languages, and it was forced to the wall.

The Portuguese branch of Latin America presents a notable exception in its treatment of the classics. In the Brazilian secondary school curriculum, linguistic and humanistic subjects are prominent, and both Latin and Greek find a place. There is no election in the course and no alternate line of study; all pupils conform to the same curriculum and study the classics regardless of their inclination or purpose in life. To be sure the course is not extensive, only five hours per week of Latin and three of Greek in the last two years, but it must not be forgotten that a pupil to whom Portuguese is the mother tongue is capable of acquiring a considerable facility in Latin in a relatively short time. This course of study is not confined to the few principal city high schools of Brazil, but is found also in the smaller towns, since the law prior to 1911 set a standard and required all *colegios* to conform to the model of the large school at Rio de Janeiro in order to confer the degree of *bacharel*. No provision is made for advanced study of the classics outside the theological seminaries since, as noted in the chapter treating of universities, there exists in Brazil no faculties of philosophy and letters.

CHAPTER XVI.

MODERN LANGUAGES.

In Latin-American schools a very large and honorable place is accorded to the study of modern foreign languages. In Guatemala and Mexico such study is even introduced into the elementary grades. Fortunately this practice is exceptional. It is in the secondary and special schools that modern languages receive an attention that in comparison with North American practices seems excessive.

In secondary education.—In the regular secondary school (*liceo* or *colegio*) two languages are always taught, running usually through three or four years. Often a third is introduced in the last years. The following table conveys at a glance the languages offered in secondary schools in certain representative countries and the time given to each. The curriculum is uniform for all pupils, no election being permitted.

Modern languages in secondary schools.

Countries.	Languages.	Number of years.	Average hours per week.
Argentina.....	French.....	3	4
	English.....	4	3
	Italian.....	2	2
Chile.....	French.....	6	2
Brazil.....	English or German.....	6	3
	French.....	4	3
	English.....	4	3
Peru.....	Italian or German.....	2	3
Costa Rica.....	French and English.....	4	5
	English.....	5	4
Panama.....	French.....	4	3
	English.....	5	3
	French.....	4	2

In the university.—In the university proper no practical linguistic instruction is offered save in the teachers' colleges. The few faculties of letters that subsist may give lecture courses on the history and appreciation of modern literatures, but no lessons in the languages themselves. In the professional schools, however, especially in medicine and engineering, many of the texts used are in French or English. On account of the ease with which a Neo-Latin can read French, that language is preferred, and in medicine, pharmacy, mathematics, and general science the texts are almost wholly in French. The libraries in medical, scientific, and even in law schools

contain more works in French than in all other languages combined. The utility of American and English treatises on subjects of practical engineering is everywhere recognized, and while many are used for reference few are adopted as texts. German is little studied, except in parts of Chile and in the German colonies of Brazil. German scholarship is appreciated, but only a small minority can profit by it at first-hand, and texts in German could very rarely be used. The very general use of French texts in the professional schools is a practical continuation of that language in the university. The same is true of English, but to an extent much less.

In normal schools.—The important position of modern languages in the regular secondary schools of Latin America is not so surprising when one remembers that Latin and Greek have been practically eliminated. Their prominence, however, in special schools is equally marked and is in direct contrast with North American practices. Foreign languages find no place in the ordinary American industrial or normal school. Even in commercial high schools they are not emphasized and are often taught in an impractical manner. In similar schools in Latin America these studies occupy a post of honor. In Chile the primary normal schools require one foreign language throughout the entire course of five years; in Argentina, one for three years, and in the supplementary course for preparing teachers of the normal school itself a second foreign tongue for two years; in Costa Rica, one for five years, another for four; in Brazil, three years of French, but in addition two or three years are required for entrance; in Guatemala, four years each of two languages; in Panama, English five years, French four years; in Salvador, two years each of two languages. In other countries the amount of time given to this subject in proportion to the entire normal course is much the same.

In other schools.—The industrial schools of Argentina require two years of a foreign language. In the Escuela de Artes y Oficios of Santiago de Chile English is required throughout three years. The same is true of the school at Lima. In the industrial school of Bogota both French and English are studied, but for a year only. At Mexico City the national industrial school, in a three-year course, requires either French or English during two years. Even some of the elementary schools of agriculture (*Las escuelas practicas de agricultura*) include in their curriculum a class in French.

In commercial schools.—In commercial schools the central studies are foreign languages, English, French, and German, whose importance is in the order named. In some few localities, as a result of local conditions, Italian is also taught. It matters not whether the institution be a distinct separate commercial school or simply a business section in the high school, the emphasis laid on the practical acquisition of foreign tongues is all-important. For example, in the

commercial section in the Costa Rican national high school English is carried throughout the entire course of five years, with an average of more than four hours per week, and French four years, with an average of three hours per week. In the Business College of Sao Paulo, English and French are required in three years of the four, and in the higher supplementary course of two years elementary courses are given in German, Italian, and Spanish. In the regular course of the higher Argentina commercial schools, six hours per week throughout the entire course of five years are devoted to foreign language study, English, French, and either Italian or German. In the commercial schools of Chile English is required for four years to the extent of six hours per week, and either French or German for three years with four recitations per week.

As can be observed from the data given in the preceding paragraphs, the two most widely studied foreign languages in Latin America are French and English. In the south, French is given by far the greater prominence, while in the countries that surround the Caribbean Sea English is predominant. In commercial studies English is everywhere recognized as the more valuable. German and Italian have been introduced only in localities where immigration from those countries has been considerable, and their presence is due more to political than to other motives.

Reasons for foreign-language study.—The reasons for the unusual importance given to modern foreign-language study are many and varied. One is the tradition in favor of so-called cultural studies, a tradition strong and steadfast in Latin countries. Linguistic studies are humanistic. They appeal strongly to the Latin mind. Language and literature, together with history, philosophy, and logic, were the central features of the old education which was brought from Europe by the first settlers, and they have retained their privileged position largely through the force of tradition. The classics disappeared from causes largely extraneous to educational philosophy, and it was but natural that the modern tongues should fill the breach. French owes its preeminent place in part to the fact that it is a sister language and easy to acquire. It was also the universal cultured speech at the epoch when the Spanish colonies broke away from the mother country, and Latin America has ever since considered France the leader in Europe, not only in literature and art but also in philosophy and social sciences, and in the battle for civil and religious freedom. English has come with increased commercial relations, and more especially in the countries around the Caribbean on account of their proximity to English America.

Another reason for the emphasis put upon foreign language in the schools is entirely utilitarian. It is the desire of Latin America to get into closer contact with the world and to give to its children the

advantages that are enjoyed by the most progressive nations. Spain is not regarded by her former colonies as a great world power, or the Spanish language as one of the great world speeches. French and English enjoy that distinction, the former on account of its past history and the present prominent place occupied by France in letters, arts, progressive thought, and European politics; the latter because of its wide diffusion, and the ever-increasing importance of Anglo-Saxon industry and commerce. German does not commend itself so strongly because it lacks the historic element of French and the diffusion of English. The Latin American feels that the world's great store of knowledge is embedded in languages other than his own.

In order to become modern, to increase his material prosperity, to give to his America the importance in the world that its extent of territory and its material resources warrant, he must perforce acquire the languages of progressive peoples and learn through them the secrets of progress and prosperity. Whether it be in medicine, in engineering, in pedagogy, in industry, or in the more abstruse sciences of sociology, politics, or theology, he does not feel that he has the most accepted theory or the most exact knowledge unless it bears the trade-mark of a foreign idiom. Secondary-school programs are therefore crowded with modern languages in order that the student may use foreign texts in his professional studies, or even in the high school itself. The primary normal schools include the study of at least one foreign tongue, in order that the teacher may have access to foreign pedagogical treatises and periodicals, and thus know the latest and best educational methods of the progressive nations; in the commercial school unusual emphasis is laid on the acquisition of foreign tongues, not only for the mere sake of intercourse in business relations, but also from the conviction that the knowledge of these tongues will bring increased commercial ability; even the student in the practical industrial and agricultural institutes is thought to be hampered unless he knows the language of at least one nation that has made noted progress in the arts, manufactures, and agrarian pursuits.

Method of instruction.—The manner of teaching foreign languages in Latin America and the extent of the instruction are worthy of remark. The direct method is universally employed, although variations in its application are numerous. The teacher can always speak the language with more or less fluency and exactness, and classroom instruction is given principally in the language studied. Practically all work is done in class in these subjects, as in fact in many others. Since the recitation schedule contains a large number of hours, as is the practice in Europe, little private study is done by the pupil, and what little he does is not new work but merely a

review and development of the theme presented in class. In the earlier lessons in foreign language, objects, mural charts, and pictures are much used, and many schools possess an admirable equipment of this sort of apparatus. Formal grammar is not neglected, but in conformity with the philosophy of the direct method is presented in an inductive manner. Much repetition is used. The exercises are kept for a long time in the simplest forms, and reading texts are of the most elementary character. The study is more than practical; it is entirely utilitarian. Literature is not taught either systematically or incidentally except in the universities. The three, four, five, or even six years that may be devoted to a language in the secondary or special schools are spent exclusively upon the language itself. What little reading is done is done not as literature but as a linguistic study. The result is that the average student has a good practical command of foreign languages. He has missed, however, a rare opportunity for cultural study through a wide reading of the literatures, and this could be attained without sacrificing the practical aim.

CHAPTER XVII.

SCHOOL TEXTS.

Reference has already been made to this subject in connection with foreign languages, but only in so far as it applied to higher and special education. The topic presents, however, in Latin America other phases that deserve consideration. It is not only in advanced studies that the want of good texts is felt. The elementary schools also in some countries are very inadequately provided with these common means of instruction, and even the most progressive nations will admit that there is much room for improvement. A good text is a decided aid—nay, more—an incentive to good method, and, on the other hand, methods are commonly reflected in the texts.

Animosity to texts.—When Spanish America began her aggressive campaign in favor of education, the texts commonly in use were antiquated. Moreover, the old pedagogy encouraged the mnemonic habit. Children did little more than memorize the text and repeat the contents in parrot fashion. In the revulsion against this unpedagogic method, texts were largely abolished. Oral teaching came into vogue. The teacher developed the theme and dictated. The pupil listened and took notes or rather copied verbatim the dictation. Such a method was employed not only in the grades, but in the high, normal, and special schools. The lecture method has always been customary in professional schools. The abolition of texts did not overcome the habit of mnemonic recitation, which was the fault of the teaching and not of the text. The pupil simply reproduced the dictated words instead of the printed words. In time the use of textbooks was in a measure restored, but a certain distrust of them persisted and their quality was not always what might be desired. At present conditions vary enormously. The difficulty of the problem is not appreciated at first glance. It is not simply a question of pedagogy or school management. Political, geographical, and historical considerations are involved in the problem. Spanish America is not one unit. On the contrary, it is broken up into 20 different units, widely separated as regards distance and more widely still as regards intercommunication. Difference of climate and local conditions are also important elements. National rivalries and animosities are other causes of isolation. To a great extent, and certainly to a greater extent than is imagined in North America, each State has led

a separate existence. All have been separated from the mother country on account of their remoteness, lack of communication, and want of mutual sympathy. All have been aided in their material advancement by foreign capital and energy, but in those intellectual matters that concern the mother tongue each nation has been forced to march alone. All this has constituted a serious handicap in the matter of school texts.

If the entire Spanish-speaking world with its seventy-five millions of inhabitants formed an intellectual unit, it would provide a public that would appeal to talent and to the publishing industries. If even the Spanish-American countries, with their more than fifty millions, formed such a unit the incentive would be all powerful. The preparation of texts is a prosaic affair, and both author and publisher look to the pecuniary profits that are likely to accrue. A small public means, under the very best conditions, a small circulation and an increased cost of publication. The former deters the author and publisher, and the latter is a disadvantage to the public. Even the largest of the Spanish-American Republics contains a relatively small population, and as education is not nearly universal in any the circulation of a primary school text, even in the most favored countries, is necessarily limited. Texts for secondary, normal, industrial, and professional schools suffer still more restricted circulation, since the numbers decrease as the grade of instruction rises. Little wonder, then, that foreign texts play such an important rôle in higher education, and are even found in the secondary schools.

A needed reform.—Another method, however, would be an easier, more logical, more rapid, and more patriotic solution of the difficulty, viz, an intellectual union, not official, but based entirely on intellectual sympathy, between the various Spanish-speaking communities. Such a movement will come sooner or later. Already there are signs of its advent. Recent years have witnessed a decided rapprochement between Spain and the Spanish Republics. The intellectual life of the two branches of the Spanish family has everything to gain in this tendency, and the schools would be among the first to profit. The softening of national asperities in Spanish America, the advance in means of rapid intercommunication, and the remarkable enthusiasm in favor of education, now so noticeable in almost all nations, will undoubtedly bring about a community of interest in intellectual matters. International scientific and pedagogical congresses are signs of a new era. The Pan-American association of university students, now in its fourth year, is another indication of the same tendency. Government commissions and self-constituted delegations of teachers are visiting and studying the schools of adjoining countries. State scholarships are granted by some nations for study in other States

that enjoy a reputation for more modern school facilities and methods. As the schoolmen of Spanish America come to know each other better and learn what is being accomplished in sister Republics an edition of a textbook will not be confined to a single country, as is the case at present, and the demand for secondary and university texts will be so extended that publishers will either call for original works or encourage the translation into Spanish of the best foreign texts. Undoubtedly there are two serious obstacles to an early consummation of this program: First, the bitter hostility existing between some countries on account of acute boundary disputes; second, the fact that the most progressive nations in matters of general education are at the two extremities of the long stretch of Spanish-speaking territory that extends from the islands and the Rio Grande on the north to Cape Horn. However, several boundary disputes as threatening as any that remain have been settled amicably in recent years; more accurate geographical knowledge will make some others easier of solution; and the nations are learning that the surest aggrandizement will come through internal development and the universal education of their population. Intercommunication will become more frequent as it becomes more rapid, and it will be easier for the leading States to exercise a beneficent influence over a wider territory.

CHAPTER XVIII.

STUDENT SOCIETIES.

There is nothing in the Latin-American university resembling the Greek-letter societies. Student life is thoroughly democratic, like student life in European universities. There are, however, one or more societies in every institution. Usually there is one in each faculty, and the membership is limited to students of this one department. This was the first form of student association. Later came the federation of the departmental societies into a University Union (Federación Universitaria, or Asociación General de Estudiantes). If there is more than one university center in a country, this organization may in its turn be federated with others, thus forming a broader union that comprises all the student associations of the nation. To complete the series, there was organized a few years since the American Student League (Liga de Estudiantes Americanos), which is international and is intended to embrace all university unions of all the Americas. In addition to its services in educational matters this supreme international federation promises to become an effective agency in the promotion of international peace and amity.

To return to the local societies which form the groundwork of the system, it is interesting to trace the development of their ideals. The original motive for organization within each department was very often the desire to present a united opposition to the faculty in case professors proposed regulations that seemed to the students onerous. Student strikes have not been infrequent in some institutions, and to insure their success a permanent student union was almost a necessity. But the movement was destined to develop nobler aims. The society soon became a semiprofessional association. The law society interested itself in legal questions, or the conditions of the practice of law; the medical society in questions of public hygiene, etc. This brought the societies into cooperation with the respective faculties, instead of fostering an attitude of opposition. Professors were invited to address the society, or a public meeting organized by the society on questions of general interest.

Other aims were developed to enlist the activities of the societies, such as reduction of cost of student supplies, improvement in the material conditions of student life, better lodging and food, and



A. INTERNATIONAL STUDENTS' CONFERENCE, LIMA, PERU. VIEW OF THE CONFERENCE IN SESSION.



B. INTERNATIONAL STUDENTS' CONFERENCE. RECEPTION AT THE UNIVERSITY OF SAN MARCOS.

conveniences for social fellowship. The university authorities granted the departmental societies rooms in the building, which became student headquarters and in which formal meetings were held. In some universities the societies have developed altruistic tendencies and are trying to be of real service to the community. The most common manifestation of this policy is the organization of series of public lectures on social and economic questions. The societies in the University of Chile organize night schools for workingmen, conduct a propaganda against alcoholism and tuberculosis, and aid in other reforms. The Latin-American student is characteristically idealistic, and it is easy to enlist his support in all measures for the betterment of society.

The University Union may do on a larger scale what is done by the departmental societies, but its chief purpose is to develop student solidarity and to provide a student center. Any student in the institution is eligible for membership and entitled to all the privileges of the association. Students in other professional schools and boys from the high school above a certain age may also become members. Nearly every university has a student clubhouse or at least a suite of rooms. In a very few instances the house is the property of the association, but usually the quarters are rented. The club (*centro universitario*) contains the offices of the association, a modest lunch room, reading room, and library, an amusement room, perhaps a small gymnasium, and an assembly room large enough for public lectures. The association always publishes a student paper, weekly, fortnightly, or monthly, which however, bears little resemblance to an American college paper. It is not a newspaper, but a serious journal, containing literary and scientific articles, the contributions of both students and professors. In the University of Buenos Aires, where the departmental societies overshadow the University Union, each society publishes its own journal. With its common meeting place, its publication, and its other activities the University Center constitutes an important element in student life. It exercises, moreover, an important influence on the university itself. The union, or the departmental societies, do not hesitate to discuss university policies, and to propose plans for the betterment of the institution. These proposals may refer to the curriculum or to method of instruction, as well as to material matters. It may be that the freedom with which the societies undertake such subjects is due to the fact that the Latin-American professor is not a teacher by profession, and that the student considers his own judgment in matters institutional as good as that of the instructor. The fact that the university is composed almost entirely of professional schools may also explain the prevalence of student interference. Whatever the reason, a student

society experiences no sense of embarrassment, and sees nothing inappropriate in recommending changes of curriculum or advocating policies that in a North American university would be reserved exclusively for the faculty and trustees. Nor do professors resent this attitude. The university spirit resembles that of the early mediæval universities, when teachers and students formed one body.

The final step in the student association movement was taken in 1908 when a federation was formed of all the associations in Latin America. In response to an invitation from the society in Uruguay, delegates from many universities assembled in Montevideo for the first student congress. The meeting was such a success, and a union of students from different nations appeared so desirable, that an international organization was effected and a constitution framed. Delegates were present from Argentina, Bolivia, Brazil, Chile, Guatemala, Paraguay, Peru, and Uruguay. The statutes of the league make every general student society eligible for membership, whether from South, Central, or North America. Besides the general meetings, the congress held departmental meetings under the following divisions: Law, medicine, engineering and architecture, agriculture and zootechnics, commerce, and secondary studies. Among the general topics discussed were: State and private universities, examinations and exemption from examination, specialization and generalization, uniformity of courses and degrees in American universities, student participation in university administration, athletics, scholarships, etc.

The league resolved to hold biennial congresses. The second met at Buenos Aires in 1910 and the third at Lima in 1912. The meeting at Buenos Aires took a further step in perfecting an international organization by creating a permanent central bureau which is to keep in touch with all local associations, maintain a library of student publications, preserve the official records of the league, and arrange the program and other details of the biennial congresses. The bureau was established at Montevideo under the immediate auspices of the Uruguayan association, but the expense of its maintenance is to be distributed among the various societies. The importance of the league and its central bureau in promoting intellectual sympathies throughout the wide area of Latin-America can scarcely be overestimated. A union of effort in educational affairs is certain to have an influence on political relations, and international friendships will be established between many young men who in the course of time will occupy high positions in their respective countries. Students who are promoting the league are not unmindful of the general good results that may follow, as is shown by the watchword of the congresses that have already been held: "The illusions of to-day will be the realities of to-morrow."

The general league is not the only manifestation of international student associations. The University of Bogota, in 1910, called a congress of students from the three republics that formed the ancient confederacy of Bolivar, namely, Colombia, Ecuador, and Venezuela; and in 1911, on the occasion of the centennial of Venezuela, the University of Caracas called a similar congress. Both meetings were eminently successful and it is proposed to continue the association. The universities of Central America have also held a student convention at Tegucigalpa. These three leagues correspond to the three grand geographical divisions of Latin-America, and each can do much good in its own field. However, the general association formed in the south will comprise the others and exert the greatest influence.

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EDUCATIONAL DIRECTORY 1912



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EDUCATIONAL DIRECTORY, 1912.

I.—CHIEF STATE SCHOOL OFFICERS.

[Corrected to Dec. 1, 1912, in so far as changes have been reported to the bureau.]

Name.	Address.	Official designation.
Henry J. Willingham	Montgomery, Ala.	State superintendent of education.
C. O. Case	Phoenix, Ariz.	State superintendent of public instruction.
George B. Cook	Little Rock, Ark.	Do.
Edward Hyatt	Sacramento, Cal.	Do.
Mrs. Mary C. C. Bradford	Denver, Colo.	Do.
Charles D. Hine	Hartford, Conn.	Secretary of State board of education.
Theo. Townsend	Dover, Del.	Do.
W. M. Davidson	Washington, D. C.	Superintendent of District schools.
W. M. Holloway	Tallahassee, Fla.	State superintendent of public instruction.
M. L. Brittain	Atlanta, Ga.	State superintendent of schools.
Grace M. Shepherd	Boise, Idaho	State superintendent of public instruction.
Francis G. Blair	Springfield, Ill.	Do.
Charles A. Greathouse	Indianapolis, Ind.	Do.
A. M. Deyoe	Des Moines, Iowa	Do.
E. T. Fairchild	Topeka, Kans.	Do.
Barksdale Hamlett	Frankfort, Ky.	Do.
T. H. Harris	Baton Rouge, La.	State superintendent of public education.
Payson Smith	Augusta, Me.	State superintendent of public schools.
M. Bates Stephens	Annapolis, Md.	State superintendent of public education.
David Snedden	Boston, Mass.	State commissioner of education.
Luther L. Wright	Lansing, Mich.	State superintendent of public instruction.
C. G. Schulz	St. Paul, Minn.	Do.
J. N. Powers	Jackson, Miss.	State superintendent of public education.
William P. Evans	Jefferson City, Mo.	State superintendent of public schools.
H. A. Davee	Helena, Mont.	State superintendent of public instruction.
J. E. Delsell	Lincoln, Nebr.	Do.
John Edwards Bray	Carson, Nev.	Do.
H. C. Morrison	Concord, N. H.	Do.
Calvin N. Kendall	Trenton, N. J.	State commissioner of education.
A. N. White	Santa Fe, N. Mex.	State superintendent of public instruction.
Andrew S. Draper	Albany, N. Y.	State commissioner of education.
J. Y. Joyner	Raleigh, N. C.	State superintendent of public instruction.
Edwin J. Taylor	Bismarck, N. Dak.	Do.
Frank W. Miller	Columbus, Ohio	State commissioner of common schools. ¹
Robert H. Wilson	Oklahoma City, Okla.	State superintendent of public instruction.
L. R. Alderman	Salem, Oreg.	Do.
Nathan C. Schaeffer	Harrisburg, Pa.	Do.
Walter E. Ranger	Providence, R. I.	Commissioner of public schools.
J. E. Swearingen	Columbia, S. C.	State superintendent of education.
C. G. Lawrence	Pierre, S. Dak.	State superintendent of public instruction.
J. W. Brister	Nashville, Tenn.	Do.
F. M. Bralley	Austin, Tex.	Do.
A. C. Nelson	Salt Lake City, Utah.	Do.
Mason S. Stone	Montpelier, Vt.	State superintendent of education.
R. C. Stearnes	Richmond, Va.	State superintendent of public instruction.
Mrs. Josephine Preston	Olympia, Wash.	Do.
M. P. Shawkey	Charleston, W. Va.	State superintendent of free schools.
C. P. Cary	Madison, Wis.	State superintendent of public schools.
Miss Rose A. Bird	Cheyenne, Wyo.	State superintendent of public instruction.
Walter E. Clark	Juneau, Alaska	Governor, and ex officio superintendent of education.
Willis T. Pope	Honolulu, Hawaii	Superintendent of public instruction.
Frank R. White	Manila, P. I.	Director of education.
Edward M. Bainter	San Juan, P. R.	Commissioner of education.

¹ This designation changed to "Superintendent of public instruction" by constitutional amendment to take effect the second Monday of July, 1913.

II.—OFFICERS OF STATE BOARDS OF EDUCATION.¹

Officers of the board.	Post-office address.	Other official title.
George E. P. Hunt, chairman.....	Phoenix, Ariz.....	Governor.
C. O. Case, secretary.....	do.....	State superintendent of public instruction.
George B. Cook, chairman.....	Little Rock, Ark.....	Do.
B. W. Torreyson, secretary.....	do.....	
Hiram W. Johnson, president.....	Sacramento, Cal.....	Governor.
Edward Hyatt, secretary.....	do.....	State superintendent of public instruction.
Mrs. Helen M. Wixson, president.....	Denver, Colo.....	Do.
James B. Pearce, secretary.....	do.....	Secretary of state.
Simson E. Baldwin, president.....	New Haven, Conn.....	Governor.
Charles D. Hine, secretary.....	Hartford, Conn.....	
George W. Twimyer, chairman.....	Wilmington, Del.....	Supt. of public schools of Wilmington.
Theo. Townsend, secretary.....	Dover, Del.....	State auditor.
James F. Oyster, president.....	Washington, D. C.....	
H. O. Hine, secretary.....	do.....	
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W. M. Holloway, secretary.....	do.....	State superintendent of public instruction.
Joseph M. Brown, president.....	Atlanta, Ga.....	Governor.
M. L. Brittain, secretary.....	do.....	State superintendent of schools.
Miss Grace M. Shepherd, president.....	Boise, Idaho.....	State superintendent of public instruction.
W. L. Gifford, secretary.....	do.....	
Charles A. Greathouse, president.....	Indianapolis, Ind.....	Do.
W. W. Parsons, secretary.....	Terre Haute, Ind.....	
James H. Trewin, president.....	Cedar Rapids, Iowa.....	
D. A. Emery, secretary.....	Des Moines, Iowa.....	
E. T. Fairchild, president.....	Topeka, Kans.....	Do.
L. D. Whittemore, secretary.....	do.....	Assistant State superintendent.
Barksdale Hamlett, chairman.....	Frankfort, Ky.....	State superintendent of public instruction.
C. F. Creclius, secretary.....	do.....	Secretary of state.
Luther E. Hall, president.....	Baton Rouge, La.....	Governor.
T. H. Harris, secretary.....	do.....	State superintendent of public education.
P. L. Goldsborough, president.....	Annapolis, Md.....	Governor.
M. Bates Stephens, secretary.....	do.....	State superintendent of public education.
Frederick P. Fish, chairman.....	Boston, Mass.....	
David Snedden, executive officer.....	do.....	State commissioner of education.
D. M. Ferry, president.....	Detroit, Mich.....	
Luther L. Wright, secretary.....	Lansing, Mich.....	State superintendent of public instruction.
J. N. Powers, president.....	Jackson, Miss.....	State superintendent of public education.
J. W. Power, secretary.....	do.....	
Wm. P. Evans, president.....	Jefferson, Mo.....	State superintendent of public schools.
Cornelius Roach, secretary.....	do.....	Secretary of state.
Edwin L. Norris, president.....	Helena, Mont.....	Governor.
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Tasker L. Oddie, president.....	Carson City, Nev.....	Governor.
John E. Bray, secretary.....	do.....	State superintendent of public instruction.
Wm. G. Schaffner, president.....	Lakewood, N. J.....	
Calvin N. Kendall, secretary.....	Trenton, N. J.....	State commissioner of education.
Wm. C. McDonald, president.....	Santa Fe, N. Mex.....	Governor.
Alvan N. White, secretary.....	do.....	State superintendent of public instruction.
Whitelaw Reid, chancellor of board of regents.	New York, N. Y.....	
Andrew S. Draper, chief executive officer.	Albany, N. Y.....	State commissioner of education.
W. W. Kitchin, president.....	Raleigh, N. C.....	Governor.
J. Y. Joyner, secretary.....	do.....	State superintendent of public instruction.
R. H. Wilson, chairman.....	Oklahoma City, Okla.....	Do.
L. T. Huffman, secretary.....	do.....	
Oswald West, president.....	Salem, Oreg.....	Governor.
L. R. Alderman, secretary.....	do.....	State superintendent of public instruction.
Nathan C. Schaeffer, president.....	Harrisburg, Pa.....	Do.
J. George Becht, executive secretary	do.....	
Abram J. Pothier, president.....	Woonsocket, R. I.....	Governor.
Walter E. Ranger, secretary.....	Providence, R. I.....	Commissioner of public schools.
Cole L. Blease, chairman.....	Columbia, S. C.....	Governor.
J. E. Swearingen, secretary.....	do.....	State superintendent of education.
B. W. Hooper, president.....	Nashville, Tenn.....	Governor.
J. W. Brister, secretary.....	do.....	State superintendent of public instruction.
O. B. Colquitt, president.....	Austin, Tex.....	Governor.
F. M. Bralley, secretary.....	do.....	State superintendent of public instruction.
A. C. Nelson, chairman.....	Salt Lake City, Utah.....	Do.
J. T. Kingsbury, secretary.....	do.....	
Joseph D. Eggleston, president.....	Richmond, Va.....	Do.
R. C. Stearns, secretary.....	do.....	
Henry B. Dewey, president.....	Olympia, Wash.....	Do.
F. F. Nalder, secretary.....	do.....	Deputy superintendent of public instruction.
M. P. Shawkey, president.....	Charleston, W. Va.....	State superintendent of free schools.
J. D. Garrison, secretary.....	Sisterville, W. Va.....	

¹ Thirty-six States have State boards of education, as here indicated; the others have none.

III.—EXECUTIVE OFFICERS OF STATE LIBRARY COMMISSIONS.¹

Executive officer.	Post-office address.	Name of commission.
Thomas M. Owen, director.....	State Capitol, Montgomery, Ala.	State department of archives and history, division of library extension.
James L. Gillis, State librarian.....	Sacramento, Cal.	California State library.
C. R. Dudley, president.....	Public Library, Denver, Colo.	State board of library commissioners.
Miss Carrie M. Cushing, transfer clerk.	The Capitol, Denver, Colo.	State traveling library commission.
Mrs. Belle H. Johnson, library visitor.	State Capitol, Hartford, Conn.	State public library committee.
H. Ridgely Harrington, secretary..	State Library, Dover, Del.	State library commission.
Mrs. Percival Sneed, organizer.....	Carnegie Library, Atlanta, Ga.	Do.
Miss Margaret S. Roberts, secretary.	State House, Boise, Idaho.	Do.
Miss Eugenia Allin, organizer.....	Decatur, Ill.	State library extension commission.
Carl H. Milam, secretary.....	State House, Indianapolis, Ind.	State public library commission.
Miss Alice S. Tyler, secretary.....	State Historical Building, Des Moines, Iowa.	State library commission.
Mrs. Adrian Greene, secretary.....	State Library, Topeka, Kans.	Kansas traveling libraries commission.
Miss Fannie C. Rawson, secretary..	Capitol, Frankfort, Ky.	State library commission.
Herbert E. Holmes, secretary.....	State Library, Augusta, Me.	Do.
Bernard C. Steiner, secretary.....	Enoch Pratt Free Library, Baltimore, Md.	Maryland public library commission.
Miss Zaidee M. Brown, agent.....	State Library, Boston, Mass.	Massachusetts free public library commission.
Mrs. Mary C. Spencer, secretary....	State Library, Lansing, Mich.	State board of library commissioners.
Miss Clara F. Baldwin, secretary...	The Capitol, St. Paul, Minn.	State public library commission.
Miss Elizabeth B. Wales, secretary.	Capitol Annex, Jefferson City, Mo.	State library commission.
Miss Charlotte Templeton, secretary	The Capitol, Lincoln, Nebr.	State public library commission.
Arthur H. Chase, secretary.....	State Library, Concord, N. H.	Do.
Henry C. Buchanan, secretary.....	State Library, Trenton, N. J.	Do.
W. R. Eastman, chief of division...	Albany, N. Y.	Division of educational extension, New York State education department.
Miss Minnie W. Leatherman, sec...	Raleigh, N. C.	State library commission.
Mrs. Minnie C. Budlong, secretary and director.	The Capitol, Bismarck, N. Dak.	State public library commission.
C. B. Galbreath, secretary.....	State Library, Columbus, Ohio.	State board of library commissioners.
Miss Cornelia Marvin, secretary....	State House, Salem, Oreg.	State library commission.
T. L. Montgomery, secretary.....	State Library, Harrisburg, Pa.	Pennsylvania free library commission.
Walter E. Ranger, secretary.....	State House, Providence, R. I.	State committee on libraries, Rhode Island State education department.
Mrs. Pearl W. Kelley, secretary....	Carnegie Library, Nashville, Tenn.	Tennessee free library commission.
Ernest W. Winkler, secretary.....	State Library, Austin, Tex.	State library and historical commission.
Howard R. Driggs, secretary.....	University of Utah, Salt Lake City, Utah.	Library gymnasium of State board of education.
Miss Rebecca W. Wright, secretary.	State House, Montpelier, Vt.	State board of library commissioners.
H. R. McIlwaine, librarian.....	State Library, Richmond, Va.	Virginia State library.
J. M. Hitt, secretary.....	State Library, Olympia, Wash.	State library commission.
Matthew S. Dudgeon, secretary....	The Capitol, Madison, Wis.	Wisconsin free library commission.

¹ Thirty-five States have library commissions, as here indicated.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
ALABAMA.						
Alabama City.....	4,313	Jay D. Bradley.....	1	Apr. 1, 1912	June 30, 1913	\$1,350
Anniston.....	12,794	David R. Murphy.....	1	Oct. —, 1898	June 1, 1913	2,000
Bessemer.....	10,864	A. A. Persons.....				
Birmingham.....	132,685	John H. Phillips.....	5	July —, 1883	June 30, 1916	5,000
Decatur.....	4,228	J. M. Collier.....	2	July —, 1905	May —, 1911	1,500
Dothan.....	7,016	James V. Brown.....	1	June —, 1906	May —, 1913	2,500
Eufaula.....	4,259	Herman L. Upshaw.....	3	Dec. —, 1910	Aug. —, 1915	1,800
Florence.....	6,689	James B. Lockhart.....	1	June 26, 1907	June 26, 1913	1,325
Gadsden.....	10,557	Wm. Cornelius Griggs.....	2	June 14, 1912	July 1, 1913	2,000
Girard.....	4,214	Reuben A. Gamble.....	1	May 22, 1912	May 30, 1913	1,000
Huntsville.....	7,611	Robert E. Sessions.....				
Mobile.....	51,521	Samuel S. Murphy.....	4	Sept. 1, 1908	Aug. 31, 1912	3,000
Montgomery.....	38,136	Charles L. Floyd.....	2	July 1, 1889	June 30, 1913	3,000
New Decatur.....	6,118	William F. Jones.....	2	July —, 1909	June 30, 1914	1,600
Opelika.....	4,734	Floy Hall.....	1	July 1, 1910	June 30, 1913	1,800
Phoenix.....	4,555	L. F. Rutledge.....	1	—, 1911	May —, 1913	900
Selma.....	13,649	Arthur F. Harman.....	1	July 1, 1908	June 30, 1913	2,500
Sheffield.....	4,865	William P. Johnson.....	1	June —, 1911	Sept. —, 1913	1,500
Talladega.....	5,854	Daniel A. McNeill.....	2	May —, 1906	Aug. 31, 1914	1,800
Troy.....	4,961	John R. McLure.....	1	May —, 1911	May 17, 1913	1,200
Tuscaloosa.....	8,407	James H. Foster.....	1	July 1, 1893	June 30, 1913	2,100
Union Springs.....	4,055	Wm. Robert Harrison.....	2	—, 1901	do	2,000
ARIZONA.						
Bisbee.....	9,019	Charles F. Philbrook.....	1	Aug. 31, 1904	Aug. 31, 1913	2,400
Clifton.....	4,874	Frank Dykes.....	1	July 23, 1911	June 1, 1912	1,800
Douglas.....	6,437	William E. Lutz.....	1	Jan. 1, 1906	July 31, 1913	2,800
Globe.....	7,063	O. F. Munson.....				
Morenci.....	5,010	C. A. Goggin.....	1	Sept. —, 1906	May —, 1913	
Phoenix.....	11,134	John D. Loper.....	1	July 1, 1909	June 30, 1913	3,500
Prescott.....	5,092	Warren D. Baker.....	1	Aug. —, 1908	do	2,200
Tucson.....	13,193	Sidney C. Newsom.....				
ARKANSAS.						
Argenta.....	11,138	D. L. Paisley.....				
El Dorado.....	4,202	Thomas C. Abbott.....	1	July —, 1909	July —, 1913	1,600
Fayetteville.....	4,471	Frank S. Root.....	1	June 1, 1907	June 1, 1913	1,000
Fort Smith.....	23,975	James W. Kuykendall.....	1	May 25, 1905	June 30, 1913	3,300
Helena.....	8,772	Samuel H. Spragins.....	1	May 1, 1901	June 6, 1913	1,800
Hot Springs.....	14,434	Frank W. Miller.....	1	July 1, 1908	July 1, 1913	2,400
Jonesboro.....	7,123	Dudley T. Rogers.....	1	Sept. —, 1893	Sept. —, 1913	1,600
Little Rock.....	45,941	Robert C. Hall.....	1	June —, 1909	June —, 1913	3,000
Mariana.....	4,810	J. H. Andrews.....				
Paragould.....	5,248	Louis B. Ray.....	1	Mar. —, 1912	May —, 1913	1,350
Pine Bluff.....	15,102	Junius Jordon.....	4	July —, 1906	July —, 1912	2,000
Texarkana.....	5,655	George W. Reid.....	1	June 1, 1910	June —, 1913	2,400
CALIFORNIA.						
Alameda.....	23,363	William C. Wood.....	4	June 1, 1909	May —, 1915	3,800
Alhambra.....	5,021	Nathan F. Smith ¹	1	July 1, 1908	June 30, 1913	3,000
Bakersfield.....	12,727	David W. Nelson.....	4	June 30, 1896	June 30, 1914	2,500
Berkeley.....	40,434	Morris C. James.....	4	July 1, 1912	June 30, 1916	3,600
Coalinga.....	4,199	Osmer Abbott ¹				
Eureka.....	11,845	Charles C. Hughes.....	4	May —, 1911	May —, 1915	2,500
Fresno.....	24,892	Charles L. McLane.....	4	July 1, 1899	—, 1913	4,250
Grass Valley.....	4,520	J. S. Hennessey ¹				
Hamford.....	4,829	Mrs. N. E. Davidson.....	4	Jan. —, 1903	Jan. —, 1915	1,600
Long Beach.....	17,809	William L. Stephens.....	4	Aug. 1, 1912	July 31, 1916	4,250
Los Angeles.....	319,198	John H. Francis.....	4	Aug. —, 1910	Aug. 1, 1914	6,000
Marysville.....	5,430	William P. Cramsie.....	4	Jan. 1, 1911	Jan. —, 1915	1,800
Modesto.....	4,034	Thomas Downey.....	2	July 1, 1911	July 1, 1913	2,700
Monterey.....	4,923	George Schultzberg ¹	1	Aug. —, 1907	Aug. —, 1913	1,500
Napa.....	5,791	John L. Shearer ¹	1	Aug. —, 1879	May 30, 1913	1,740
Oakland.....	150,174	John W. McClymonds.....	4	Apr. —, 1889	Apr. —, 1913	4,000
Ontario.....	4,274	Jefferson Taylor ¹	1	June —, 1897	June 30, 1913	1,600
Palo Alto.....	4,486	Joseph C. Templeton.....	1	July 1, 1907	do	2,400
Pasadena.....	30,291	Jeremiah M. Rhodes.....	4	July 31, 1911	June 30, 1915	5,000
Petaluma.....	5,880	E. Bachman Dykes ¹	1	June —, 1908	June 1, 1913	2,100
Pomona.....	10,207	William R. Murphy.....	4	July 1, 1910	June 30, 1914	2,800
Redlands.....	10,449	Charles H. Covell.....	4	July 1, 1909	June 30, 1915	3,300
Richmond.....	6,802	Walter T. Helms.....	4	—, 1908	—, 1916	2,600
Riverside.....	15,212	Arthur N. Wheelock.....	1	June 30, 1902	June 30, 1913	3,000
Sacramento.....	44,696	Oliver W. Erlewine.....	4	Feb. 5, 1894	Dec. 31, 1914	2,700
San Bernardino.....	12,779	Francis W. Conrad.....	4	July 1, 1903	June —, 1915	2,400
San Diego.....	39,578	Duncan MacKinnon.....	4	July —, 1905	July 1, 1913	3,300

¹ Supervising principal.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
CALIFORNIA—CON.						
San Francisco.....	416,912	Alfred Roncovieri.....	4	Jan. 8, 1906	Jan. 8, 1915	\$4,000
San Jose.....	28,946	Alexander Sheriffs.....	4	July 1, 1906	June 30, 1914	3,600
San Luis Obispo.....	5,157	Charles R. Small.....	1	July —, 1911	July —, 1913	2,500
San Mateo.....	4,384	George W. Hall ¹	4	Jan. 1, 1894	June 30, 1915	2,400
San Rafael.....	5,934	Archibald B. Anderson.....	1	Feb. —, 1910	July —, 1913	2,700
Santa Ana.....	8,429	John A. Cranston.....	4	July 1, 1906	June 30, 1914	3,000
Santa Barbara.....	11,659	Francis M. Fultz.....	4	Aug. 1, 1909	Aug. 1, 1913	2,500
Santa Clara.....	4,348	William John Hayward ¹	2	July —, 1906	June 30, 1914	.....
Santa Cruz.....	11,146	John W. Linscott.....	4	July 1, 1906	June 30, 1915	2,700
Santa Monica.....	7,847	Horace Michie Rebok.....	4	July 1, 1907	June 30, 1916	3,300
Santa Rosa.....	7,817	Thos. F. Browncombe.....	1	Sept. —, 1910	July —, 1913	2,500
South Pasadena.....	4,649	George C. Bush ¹	1	Aug. —, 1905	June 30, 1913	2,700
Stockton.....	23,253	Ansel B. Williams.....	.....	.....	.....	.....
Vallejo.....	11,340	Carl Nielson.....	.....	.....	.....	.....
Visalia.....	4,550	.....	.....	.....	.....	.....
Watsonville.....	4,446	Thomas S. MacQuiddy ¹	1	Mar. —, 1907	June 30, 1913	2,400
Whittier.....	4,550	Milton R. Parmelee ¹	4	July 1, 1911	June 30, 1915	2,000
COLORADO.						
Boulder.....	9,539	William V. Casey.....	1	— —, 1894	June 1, 1913	2,500
Canon City.....	5,162	William H. Ray.....	1	May —, 1911	June —, 1913	1,743
Colorado City.....	4,333	Elbert C. Best.....	1	June —, 1912	Sept. 1, 1913	1,500
Colorado Springs.....	29,078	Carlos Merton Cole.....	3	May 16, 1910	Aug. 31, 1913	3,500
Cripple Creek.....	6,206	Wilson M. Shafer.....	1	— —, 1901	Sept. —, 1913	3,000
Denver.....	213,381	William H. Smiley.....	1	Aug. 21, 1912	Jan. —, 1913	5,000
Durango.....	4,686	Emory E. Smiley.....	1	July 1, 1906	June 30, 1913	2,400
Fort Collins.....	8,210	A. H. Dunn.....	.....	.....	.....	.....
Grand Junction.....	7,754	John Henry Allen.....	3	June —, 1904	June —, 1913	2,750
Greeley.....	8,179	Charles E. Carter.....	.....	.....	.....	.....
La Junta.....	4,154	Frederick P. Austin.....	1	May —, 1912	July 31, 1913	2,000
Leadville.....	7,508	Sanford L. Stoner.....	1	May —, 1912	do.....	2,000
Longmont.....	4,256	Rae Harman Kiteley.....	2	June —, 1905	June —, 1913	1,900
Pueblo:						
District No. 1.....		(Frank D. Sluts.....	1	June 2, 1912	Aug. 1, 1913	3,000
District No. 20.....	44,396	John F. Keating.....	.....	July 19, 1896	.....	.....
Salida.....	4,425	Edgar Keener.....	1	Sept. —, 1898	Aug. —, 1913	1,700
Trinidad.....	10,204	Jesse R. Morgan.....	2	Sept. —, 1909	Sept. —, 1914	2,400
CONNECTICUT.						
Ansonia.....	15,152	Timothy J. Stevenson.....	1	Sept. 1, 1912	Sept. 1, 1913	1,700
Branford.....	6,047	Herman S. Lovejoy ¹	1	Apr. —, 1903	June —, 1913	2,000
Bridgeport.....	102,054	Charles W. Deane.....	3	May —, 1883	Aug. —, 1915	.....
Bristol.....	12,502	Newell Jennings.....	1	Feb. 1, 1908	July 14, 1913	1,200
Danbury.....	23,502	Fredk. J. Browncombe.....	.....	.....	.....	.....
Derby.....	8,991	Frederick Fitzgerald.....	1	June —, 1912	June —, 1913	2,000
East Hartford.....	8,138	John W. Kratzer.....	1	July —, 1912	June 30, 1913	1,500
Enfield.....	9,719	(?).....	.....	.....	.....	.....
Fairfield.....	6,134	Grover C. Bowman ¹	2	Sept. 1, 1912	Sept. —, 1914	2,000
Glastonbury.....	4,796	Leon A. Martin.....	1	— —, 1906	June —, 1913	1,600
Greenwich.....	16,463	Edwin C. Andrews.....	1	Aug. 1, 1910	July 31, 1913	3,000
Griswold.....	4,233	(?).....	.....	.....	.....	.....
Groton.....	6,496	(?).....	.....	.....	.....	.....
Hamden.....	5,850	Margaret L. Keefe.....	.....	.....	.....	.....
Hartford.....	98,915	Thomas S. Weaver.....	1	June —, 1901	June 1, 1913	2,000
Huntington.....	6,545	Harry E. Fowler.....	.....	.....	.....	.....
Killingly.....	6,564	Albert S. Ames.....	1	Nov. 15, 1910	July 1, 1913	1,500
Manchester.....	13,641	Alfred F. Howes.....	1	July —, 1910	July 14, 1913	1,800
Meriden.....	32,066	David Gibbs.....	(⁴)	Sept. 1, 1911	.....	3,000
Middletown.....	11,851	Wm. Alonzo Wheatley.....	1	Jan. 1, 1910	Sept. —, 1913	2,800
Milford.....	4,386	Herbert J. Mathewson.....	1	Jan. —, 1911	July 1, 1913	1,800
Naugatuck.....	12,722	Frank Warren Eaton.....	1	— —, 1905	July 1, 1913	2,500
New Britain.....	43,916	Stanley H. Holmes.....	1	Aug. 1, 1906	Aug. 1, 1913	3,400
New Haven.....	133,605	Frank H. Beede.....	5	— —, 1900	Sept. 1, 1916	4,500
New London.....	19,659	Chas. B. Jennings.....	1	May —, 1908	Sept. —, 1913	2,500
New Milford.....	5,010	John Pettibone.....	1	Oct. —, 1902	Oct. —, 1912	2,100
Norwalk.....	24,211	Ira T. Chapman.....	1	June 1, 1912	July 15, 1913	2,700
Norwich.....	28,219	Edward J. Graham.....	1	June 29, 1912	June 19, 1913	3,000
Plainfield.....	6,719	John Lee Chapman.....	1	Aug. 1, 1905	July 31, 1913	1,400
Plymouth.....	5,021	Andrew S. Gaylord.....	.....	.....	.....	.....
Putnam.....	7,280	Jacob E. Wignot.....	1	June 24, 1912	June 30, 1913	2,000
Rockville.....	7,977	Harry B. Marsh ¹.....	.....	.....	.....	.....
Seymour.....	4,786	Charles R. Sumf.....	.....	.....	.....	.....
Southington.....	6,516	Ernest C. Witham.....	1	Aug. 1, 1912	Aug. 1, 1913	1,600

¹ Supervising principal.² No superintendent.³ See also Westport.⁴ Indefinite tenure.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
CONNECTICUT—CON.						
South Manchester.		Fred A. Verplanck	1	Aug. —, 1898	July 15, 1912	\$2,500
Stafford.	5,233	(1)				
Stamford.	28,836					
Stonington.	9,154	William Henry Perry	1	July 15, 1910	July 14, 1913	2,250
Stratford.	5,712	William B. Kelsey	1	Aug. 1, 1910	Aug. 1, 1913	2,000
Thompson.	4,804	(1)				
Torrington.	16,840	Edwin H. Forbes.	1			
Wallingford.	11,155	Alfred B. Morrill	1	May —, 1910	Aug. 1, 1913	2,200
Waterbury.	73,141	Berlin W. Tinker.	2	Sept. —, 1897	June —, 1913	3,800
West Hartford.	4,808	William H. Hall.	1	Nov. 1, 1897	June 30, 1912	1,500
West Haven.	8,543	Edgar Crane Stiles.	1	July 1, 1896	July 1, 1913	3,100
Westport.	4,259	Grover C. Bowman.	2	Sept. 1, 1912	Sept. 1, 1914	2,000
Willimantic.	11,230					
Winchester.	8,679	Frank E. Fisk.	1	May —, 1911	July 14, 1913	2,000
Windsor.	4,178	Daniel Howard.	3	—, 1910	—, 1913	2,200
DELAWARE.						
Wilmington.	87,411	George W. Twitmyer.	2	July —, 1900	June 30, 1913	2,500
DISTRICT OF CO- LUMBIA.						
Washington.	331,069	Wm. M. Davidson.	3	June —, 1911	June 30, 1914	8,000
FLORIDA.						
Gainesville.	6,183	J. L. Kelley ² .				
Jacksonville.	57,699	James I. Palmer ² .	4	Dec. —, 1907	Jan. —, 1912	2,400
Key West.	19,945	Virgil S. Lowe ² .	4	Jan. 5, 1909	Jan. —, 1913	1,200
Lake City.	5,032	John W. Burns ² .	4	Nov. —, 1908	Jan. —, 1912	1,200
Miami.	5,471	Robert Eric Hall ² .	4	Jan. 1, 1905	Jan. 1, 1913	2,000
Ocala.	4,370	John H. Workman ² .	1	—, 1903	May —, 1913	1,400
Pensacola.	22,982	Nathan B. Cook ² .	4	Jan. —, 1885	Jan. 1, 1913	2,100
St. Augustine.	5,494	W. S. M. Pinkham ² .				
St. Petersburg.	4,127	John M. Guilliams.	2	June —, 1911	May —, 1913	2,200
Tallahassee.	5,048	Edward B. Eppes ² .				
Tampa.	37,782	Ludwig W. Buchholz ² .	4	Dec. —, 1908	Jan. —, 1913	3,000
West Tampa.	8,258					
GEORGIA.						
Albany.	8,190	John Stephen Allen.	1	June 7, 1912	June 30, 1913	2,000
Americus.	8,063	James E. Mathis.	1	July 1, 1912	do	2,400
Athens.	14,913	George G. Bond.	3	July 1, 1891	June 30, 1914	2,200
Atlanta.	154,339	William M. Slaton.	1	June 8, 1907	June 30, 1913	3,000
Augusta.	41,040	Lowton Bryan Evans.	1	Nov. 11, 1882	Dec. 31, 1912	4,000
Bainbridge.	4,217	John F. Thomason.	1	June 1, 1911	June 1, 1913	1,800
Brunswick.	10,182	Nathaniel H. Ballard.	3	—, 1901	—, 1913	2,400
Cartersville.	4,067	Henry L. Sewell.	1	July —, 1905	June —, 1913	1,500
Columbus.	20,554	Roland B. Daniel.	1	Nov. 1, 1909	June 30, 1913	2,700
Cordele.	5,883	W. R. Lanier.				
Dalton.	5,324	Thomas S. Lucas.	1	July —, 1908	June 1, 1913	1,800
Dublin.	5,795	Roland E. Brooks.	1	June —, 1908	May 30, 1913	1,825
Elberton.	6,483	Charles E. Dryden.	1	May —, 1912	June 30, 1913	2,000
Fitzgerald.	5,795	Horace B. Ritchie.	1	Nov. —, 1911	July 31, 1913	1,800
Gainesville.	6,925	James A. Mershon.	1	Mar. 1, 1910	May —, 1913	1,650
Griffin.	7,478	James A. Jones.				
La Grange.	6,587	Clifford L. Smith.	1	June 1, 1903	May 31, 1913	1,740
Macon.	40,665	Charles H. Bruce.	1	July 11, 1912	Aug. 1, 1913	3,800
Marietta.	5,949	William T. Dumas.	1	Aug. 9, 1904	July 1, 1913	1,675
Milledgeville.	4,385	Oxy Roscoe Horton.	1	Apr. 28, 1912	June 1, 1913	1,800
Newnan.	5,548	E. A. Armistead.				
Rome.	12,099	James C. Harris.	1	Oct. 1, 1892	June —, 1913	2,000
Savannah.	65,064	Otis Ashmore.	1	July —, 1896	June —, 1913	3,400
Summerville.	4,361	John W. Stipe.	1	Aug. 7, 1912	June —, 1913	900
Thomasville.	6,727	James A. Duncan.	1	May —, 1912	June 30, 1913	1,600
Valdosta.	7,656	William Otis Roberts.	1	Oct. —, 1909	June —, 1913	1,800
Waycross.	14,485	Augustus G. Miller.	1	June 1, 1912	May 31, 1913	2,400
IDAHO.						
Boise.	17,358	Charles S. Meek.	3	Mar. —, 1908	July —, 1915	4,000
Coeur d'Alene.	7,291	Charles Johnson.				
Idaho Falls.	4,827	Benjamin R. Crandall.	2	Apr. —, 1907	Sept. 1, 1913	2,800

¹ No superintendent.² County superintendent.³ Principal of high school.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
IDAHO—continued.						
Lewiston.....	6,043	Frank H. Huntworth...	1	July 1, 1910	July 1, 1913	\$2,100
Nampa.....	4,206	V. Meldo Hillis.....	1	Apr. 8, 1912	June 8, 1913	2,000
Pocatello.....	9,110	Walter R. Sliders.....	2	Aug. 1, 1909	May 31, 1913	3,000
Twin Falls.....	5,258	Oliver M. Elliott.....	3	May 1, 1909	July 1, 1915	2,750
ILLINOIS.						
Alton.....	17,528	Robert A. Haight.....	1	Jan. —, 1881	June 30, 1913	2,700
Aurora:						
East side.....	20,807	Conrad M. Bardwell.....	1	Aug. —, 1896	July 1, 1913	3,250
West side.....		Carleton E. Douglass.....	1	Jan. —, 1910	June —, 1913	2,400
Batavia.....	4,436	Hugh A. Bone.....	1	May 8, 1909	June 30, 1913	2,200
Beardstown.....	6,107	Horace G. Russell.....	1	May 26, 1910	May 29, 1913	1,900
Bellevue.....	21,122	George H. Busick.....	1	June —, 1903	July 1, 1912	2,100
Belvidere.....	7,253	Eugene D. Merriman.....	1	Sept. —, 1905	June —, 1913	1,900
Berwyn.....	5,841	Eugene A. Wilson.....	1	June —, 1906	June 30, 1913	2,200
Bloomington.....	25,768	John Kay Stableton.....	1	July 1, 1901	June 30, 1912	—
Blue Island.....	8,043	Jephtha E. Lemon.....	1	June —, 1894	July 1, 1912	3,600
Cairo.....	14,548	Taylor C. Clendenen.....	1	July 1, 1886	June 30, 1913	2,400
Canton.....	10,453	George W. Gaylor.....	1	May —, 1910	May 26, 1913	2,100
Carbondale.....	5,411	E. E. McLaughlin.....	1	—, 1907	June —, 1912	1,800
Centerville.....	9,680	Samuel H. Behn.....	1	May 13, 1902	June —, 1913	1,800
Champaign.....	12,421	William W. Earnest.....	1	Mar. 1, 1908	June 30, 1913	2,500
Charleston.....	5,884	De Witt Elwood.....	1	Aug. —, 1903	....do....	2,000
Chicago.....	2,185,283	Ela Flagg Young.....	1	July 31, 1909	Dec. —, 1912	10,000
Chicago Heights.....	14,525	Francis M. Richardson.....	1	Aug. 1, 1901	Sept. 1, 1912	2,500
Cicero.....	14,557	William W. Lewton.....	1	Sept. —, 1906	June 22, 1913	2,500
Clinton.....	5,165	Henry H. Edmunds.....	1	July 1, 1907	June 30, 1913	1,800
Collinsville.....	7,478	Charles H. Dorris.....	1	June 1, 1907	June 1, 1913	2,000
Danville.....	27,971	Lin H. Griffith.....	1	July 31, 1899	July 31, 1913	2,700
Decatur.....	31,140	Harry B. Wilson.....	1	Sept. —, 1907	Sept. —, 1913	3,600
De Kalb.....	8,102	Charles A. McMurry.....	1	Sept. 1, 1911	Sept. 1, 1913	4,000
Dixon:						
North side.....	7,216	H. V. Baldwin.....	1	—, 1898	June —, 1911	1,500
South side.....		William R. Snyder.....	1	July 1, 1909	June 30, 1913	1,800
Duquoin.....	5,454	Charles W. Houk.....	1	Sept. —, 1900	May 24, 1913	1,800
East St. Louis.....	58,547	D. Walter Potts.....	1	Aug. 1, 1911	July 31, 1913	2,800
Edwardsville.....	5,014	Charles F. Ford.....	1	Apr. —, 1911	Sept. 1, 1913	1,600
Elgin.....	25,976	Robert I. White.....	1	July 1, 1907	July 1, 1913	3,000
Evansville:						
District No. 75.....	24,978	Homer H. Kingsley.....	1	—, 1886	June 30, 1913	4,000
District No. 76.....		Frederick W. Nichols.....	1	July 1, 1885	....do....	3,750
Forest Park.....	6,594	Asa Paul Goddard.....	1	June —, 1906	June —, 1913	1,550
Freeport.....	17,567	Sigel E. Raines.....	1	Feb. —, 1904	June 15, 1913	2,500
Gales.....	4,835	Edward G. Mason.....	1	Dec. 3, 1910	June 10, 1913	1,300
Galesburg.....	22,089	Wm. Lucas Steele.....	1	Aug. —, 1885	June 30, 1913	3,000
Granite City.....	9,903	Louis P. Frohardt.....	1	Sept. 1, 1894	....do....	2,400
Harrisburg.....	5,309	T. O. Elliott.....	1	June —, 1904	May 31, 1913	1,500
Harvey.....	7,227	Frank L. Miller.....	1	Sept. —, 1892	June 30, 1913	2,100
Herrin.....	6,861	Ferry H. Hellyer.....	1	Sept. —, 1910	June 8, 1913	1,350
Highland Park.....	4,209	Jesse L. Smith.....	1	June —, 1903	Sept. —, 1913	2,500
Hoopeston.....	4,698	Samuel K. McDowell.....	1	Feb. 1, 1909	June —, 1913	2,000
Jacksonville.....	15,326	William A. Furr.....	1	July 1, 1905	June 1, 1913	2,250
Jerseyville.....	4,113	Joshua Pike.....	1	—, 1874	May —, 1913	1,800
Joliet.....	34,670	Edward F. Worst.....	1	July 1, 1909	June 30, 1913	4,000
Kankakee.....	13,986	Franklin N. Tracy.....	1	July —, 1881	....do....	2,200
Kewanee.....	9,307	Robinson G. Jones.....	1	Sept. —, 1907	June 15, 1913	3,000
La Grange.....	5,282	Frank E. Sanford.....	1	Sept. 1, 1890	June 30, 1913	3,000
La Salle.....	11,537	James B. McManus.....	1	June —, 1900	....do....	2,200
Lincoln.....	10,892	Anthony Middleton.....	1	May —, 1908	....do....	2,000
Litchfield.....	5,971	William Hawkes.....	1	Sept. 1, 1912	June 1, 1913	1,600
Macomb.....	5,774	T. M. Birney.....	—	—	—	—
Madison.....	5,046	Louis Baer.....	1	May —, 1893	June 1, 1912	1,600
Marion.....	7,093	Eli Gilbert Lentz.....	1	June —, 1910	June 7, 1913	1,800
Mattoon.....	11,456	Gilbert P. Randle.....	1	—, 1902	June 30, 1913	2,600
Maywood.....	8,033	John E. Witmer.....	—	—	—	—
McLeese Park.....	4,806	(1)	—	—	—	—
Metropolis.....	4,655	Marcus N. McCartney.....	1	Apr. —, 1910	June 30, 1913	1,200
Moline.....	24,199	Charles H. Maxson.....	1	Jan. —, 1911	....do....	2,750
Monmouth.....	9,128	Charles E. Joiner.....	1	June —, 1909	....do....	2,100
Morris.....	4,563	Edwin D. Martin.....	1	June 2, 1910	June 2, 1913	1,850
Mount Carmel.....	6,934	A. S. Anderson.....	—	—	—	—
Mount Vernon.....	8,007	William Miner.....	1	Sept. 1, 1907	June 1, 1913	1,600
Murphysboro.....	7,485	Samuel J. Shomaker.....	1	Apr. 27, 1910	June 30, 1913	1,300
Normal.....	4,024	Exum W. Davis.....	1	Apr. —, 1908	June 1, 1913	1,700
Oak Park.....	19,444	William H. Hatch.....	1	Apr. —, 1892	June 30, 1913	4,200

1 See Maywood.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
ILLINOIS—contd.						
Olney.....	5,011	Henry W. Hostettler.....	1	Aug. —, 1911	Aug. —, 1913	\$1,500
Ottawa.....	9,535	Christopher Jos. Byrne.....	1	July —, 1905	June 20, 1913	2,000
Pana.....	6,055	George B. Coffman.....	1	Apr. —, 1912	June —, 1913	1,400
Paris.....	7,664	Thomas W. B. Everhart.....	1	—, 1912	June 1, 1913	2,000
Pekin.....	9,897	James J. Crosby.....	1	Sept. —, 1904	June 15, 1913	1,800
Peoria.....	66,950	Gerard T. Smith.....	1	Aug. 1, 1906	July 1, 1912	3,500
Peru.....	7,984	James R. Hart.....	1	June 26, 1907	July 1, 1913	1,700
Pontiac.....	6,090	Arthur Verner.....	1	Feb. —, 1909	June —, 1912	2,500
Princeton.....	4,131	Harmon E. Waits.....	1	June —, 1910	June 6, 1913	1,800
Quincy.....	36,587	Edward G. Bauman.....	1	July 1, 1910	July 1, 1913	2,800
Rockford.....	45,401	Peggy R. Walker.....	1	July 10, 1884	June 30, 1913	2,300
Rock Island.....	24,335	Herbert B. Hayden.....	1	July 20, 1900	July 31, 1913	2,000
St. Charles.....	4,046	Mary F. McAuley.....	1	June —, 1911	June —, 1913	1,800
Springfield.....	51,678	Joseph H. Collins.....	1	Sept. —, 1888	June 30, 1913	3,000
Spring Valley.....	7,035	Ernest L. Bost.....	1	June —, 1912	June 1, 1913	1,400
Stanton.....	5,048	Wm. Edmund Eccles.....	1	Sept. —, 1906	May 24, 1912	1,300
Sterling:						
District No. 8.....		Annie L. Hill.....	1	Nov. —, 1903	June 13, 1913	1,400
District No. 11.....	7,467	Henry L. Chaplin.....	1	—, 1894	June —, 1912	1,400
Streator.....	14,253	James G. Moore.....	1	July 1, 1911	June 30, 1913	2,300
Taylorville:						
East side.....		Edgar S. Jones.....	1	Sept. —, 1910	June 1, 1913	1,300
West side.....	5,446	Prentice H. Dendendall.....	1	June —, 1909	June —, 1913	1,170
Urbana.....	8,245	A. P. Johnson.....	1	May 29, 1906	July 31, 1913	2,300
Virgen.....	4,000	Perley M. Silloway.....	1	Aug. —, 1909	June 7, 1913	1,300
Waukegan.....	16,069	Oliver S. Thompson.....	1	July 1, 1911	June 30, 1913	2,000
West Hammond.....	4,948	A. G. Deaver.....	1	—, 1909	—, 1913	1,300
Wilmette.....	4,943	James R. Harper.....	1	Oct. 9, 1906	June 13, 1913	2,300
Woodstock.....	4,331	Edward Charles Thomas.....	1	Jan. 20, 1909	June 14, 1913	1,700
Zion City.....	4,789	Benjamin G. Hess.....	1	—, 1909	June —, 1913	1,300
INDIANA.						
Alexandria.....	5,096	Arthur L. Trester.....	1	Nov. 1, 1890	June 1, 1913	1,500
Anderson.....	22,476	James B. Peary.....	1	June —, 1895	July 31, 1911	1,500
Aurora.....	4,410	James R. Houston.....	1	Aug. —, 1897	June —, 1913	1,500
Bedford.....	9,716	Joseph B. Fagan.....	1	June —, 1906	Aug. 1, 1913	2,000
Bloomington.....	8,838	Henry L. Smith.....	3	Aug. 1, 1909	do.....	2,700
Bluffton.....	4,987	Philemon A. Allen.....	2	Dec. 20, 1906	July 1, 1913	1,500
Brazil.....	9,340	Chas. C. Coleman.....	3	May 31, 1907	June 15, 1914	2,300
Clinton.....	6,229	Edison E. Oberholtzer.....	2	May 27, 1911	Aug. —, 1913	1,400
Columbus.....	8,813	Thomas F. Fitzgibbon.....	3	Aug. 1, 1901	July 31, 1913	2,300
Connorsville.....	7,738	Edwin L. Rickert.....	1	Aug. 1, 1912	do.....	1,500
Crawfordsville.....	9,371	Linnæus N. Hines.....	3	Mar. —, 1906	July 1, 1915	2,300
Decatur.....	4,471	Elmer E. Rice.....	1	Aug. 1, 1909	Aug. 1, 1913	1,500
East Chicago.....	19,098	Edwin N. Canine.....	1	Aug. 1, 1905	Sept. 1, 1913	2,500
Elkhart.....	19,382	Ellis H. Drake.....	3	Apr. 16, 1906	June 30, 1914	2,400
Elwood.....	11,028	J. L. Clauser.....	1	Mar. 28, 1910	July 31, 1913	1,500
Evansville.....	69,647	James H. Tomlin.....	3	—, 1896	July 1, 1915	4,000
Fort Wayne.....	63,933	Justin N. Study.....	1	Nov. 1, 1909	July 1, 1913	2,000
Frankfort.....	8,634	Oscar M. Pettenger.....	2	Sept. —, 1910	June —, 1913	1,500
Franklin.....	4,502	Paul Van Riper.....	3	July —, 1905	July 31, 1915	1,400
Garrett.....	4,149	Francis M. Merica.....	3	Oct. —, 1906	July 1, 1915	1,500
Gary.....	16,802	Edgar N. Mendenhall.....	3	Aug. 1, 1911	Aug. 1, 1914	2,000
Goshen.....	8,514	Frank Larrabee.....	1	June —, 1903	July 1, 1912	1,400
Greenfield.....	4,448	Elmer C. Jerman.....	1	Mar. —, 1908	July 31, 1913	1,500
Greensburg.....	5,420	Jesse M. Scudder.....	2	Sept. 1, 1912	Sept. 1, 1915	1,500
Hammond.....	20,925	Jacob G. Collicott.....	3	Feb. 22, 1904	Aug. 1, 1914	1,500
Hartford City.....	6,187	Clyde McH. Marble.....	3	Aug. 1, 1910	do.....	2,000
Huntington.....	10,272	P. C. Emmons.....	2	—, 1910	do.....	1,400
Indianapolis.....	233,650	Alva O. Neal.....	2	Aug. 1, 1904	Aug. 1, 1913	2,000
Jeffersonville.....	10,412	Robert F. Hight.....	2	Aug. —, 1909	do.....	2,400
Kendallville.....	4,981	Arthur C. Deamer.....	1	Apr. 1, 1905	June —, 1913	2,000
Kokomo.....	17,010	Henry G. Brown.....	1	Apr. —, 1905	May —, 1913	1,500
Lafayette.....	20,081	Joseph H. Haseman.....	1	Aug. 1, 1901	Aug. 1, 1913	2,400
Laporte.....	10,525	Albert H. Douglass.....	1	Aug. 1, 1911	do.....	1,500
Lebanon.....	5,474	Donald DuShane.....	1	Aug. 1, 1908	do.....	2,400
Linton.....	5,906	Joe T. Giles.....	1	June —, 1901	do.....	1,500
Logansport.....	19,650	Lewis E. Robinson.....	1	Sept. 1, 1904	Sept. 1, 1914	2,000
Madison.....	6,934	John F. Nuner.....	1	Aug. —, 1903	July 31, 1913	2,000
Marion.....	12,359	Edgar J. Llewellyn.....	2	Apr. 24, 1911	June 30, 1914	1,500
Martinsville.....	4,529	Benjamin F. Moore.....	1	Aug. 1, 1908	Aug. 1, 1913	2,000
Michigan City.....	19,027					
Mishawaka.....	11,886					
Mount Vernon.....	5,563					
Muncie.....	24,005					

\$2,100 in 1913-14.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum
INDIANA—contd.						
New Albany	20,629	Harry A. Buerk	2	Sept. 1, 1908	June 1, 1913	\$2,400
Newcastle	9,446	Elmer W. Lawrence	3	May —, 1910	June 8, 1913	2,200
Noblesville	5,073	Emmett C. Stophor	2	Aug. —, 1909	July 31, 1913	1,500
Perru	10,910	Hal L. Hall	1	July 1, 1912	July 1, 1913	1,800
Portland	5,130	Grant E. Derbyshire	1	Dec. —, 1905	July 31, 1913	1,750
Princeton	6,448	James W. Stott	1	June 30, 1911	June 30, 1913	2,000
Richmond	22,324	Thomas A. Mott	1	Aug. 1, 1896	Aug. 1, 1912	2,500
Rushville	4,925	Joseph H. Scholl	1	June —, 1904	July 31, 1913	1,620
Seymour	6,305	John A. Linke	1	July —, 1909	—, 1913	1,500
Shelbyville	9,500	Jacob W. Holton	2	Nov. 15, 1911	Aug. 1, 1913	2,100
South Bend	53,684	Leslie J. Montgomery	1	Aug. —, 1912	Aug. —, 1913	3,000
Sullivan	4,115	Wilbur R. Curtis	2	Dec. 1, 1911	June 1, 1913	2,000
Terre Haute	58,157	Chas. J. Waits	1	Dec. 12, 1910	Aug. 1, 1913	3,000
Tipton	4,075	Chas. F. Patterson	3	—, 1905	July 31, 1915	1,500
Valparaiso	6,987	Eugene Skinkle	1	May —, 1912	July —, 1913	1,800
Vincennes	14,895	Robert W. Hamilton	1	Mar. —, 1904	June 30, 1911	2,400
Wabash	8,687	Orville C. Pratt	3	June 10, 1911	June 10, 1914	2,100
Warsaw	4,430	Horace S. Kaufman	1	Aug. —, 1908	Sept. 1, 1913	1,500
Washington	7,854	William F. Artell	1	Aug. —, 1894	June 30, 1913	2,000
Whiting	6,587	Winfred W. Holliday	1	Dec. 15, 1910	July 1, 1912	2,220
Winchester	4,206	Oscar R. Baker	1	—, 1895	Aug. 1, 1913	1,700
IOWA.						
Albia	4,969	Frank T. Vasey	1	June 1, 1910	Sept. —, 1913	1,700
Ames	4,223	Frank W. Hicks	1	May —, 1910	July 1, 1913	1,800
Atlantic	4,560	Charles E. Blodgett	1	June 1, 1907	June 1, 1913	1,700
Boone	10,347	Ernest C. Meredith	1	May —, 1910	June —, 1913	2,000
Burlington	24,324	Whittier L. Hanson	1	July —, 1909	Aug. 1, 1913	2,500
Cedar Falls	5,012	Bruce Francis	1	Sept. —, 1909	June —, 1913	2,100
Cedar Rapids	32,811	Joseph J. McConnell	(1)	Aug. 1, 1901	—, 1913	3,000
Centerville	6,936	C. J. Johnson				
Charles City	5,892	Edwin T. Armstrong				
Charokese	4,884	L. H. Maus	1	—, 1906	June 1, 1913	2,000
Clinton	25,577	Ozro P. Bostwick	1	July —, 1889	July 31, 1913	2,800
Council Bluffs	29,292	John H. Beveridge	1	Aug. 1, 1908	Aug. 1, 1913	2,800
Davenport	6,924	Adam Pickett	1	July 1, 1906	June 30, 1913	1,800
Des Moines	43,028	Frank L. Smart	1	July 1, 1907	—, do	3,600
Dubuque	38,494	William O. Riddell	1	Oct. —, 1904	—, do	5,000
Earfield	4,970	James Hugh Harris	1	May 1, 1910	July 1, 1913	3,600
Fort Dodge	15,543	Otis P. Flower	1	July 1, 1910	June 1, 1913	1,850
Fort Madison	8,900	Lewis H. Minkel	1	Apr. 1, 1911	—, do	2,350
Hamden	4,052	E. F. Schall				
Hawley	5,036	James H. Morgan	1	Aug. —, 1908	May —, 1913	1,600
Hempstead	10,091	Eugene Heneley	1	June —, 1905	July 1, 1913	1,900
Honolulu	14,008	H. E. Blackman	1	May —, 1907	—, do	2,100
Honolulu	14,008	William Aldrich	1	Mar. —, 1904	—, do	2,200
Honolulu	14,157	Francis Eber Palmer	1	Mar. —, 1906	June —, 1913	2,000
Honolulu	4,400	P. M. Carson				
Honolulu	13,374	Aaron Palmer	3	Jan. 1, 1907	July 1, 1913	2,300
Honolulu	11,230	Hugh M. Gilmore	1	June 1, 1910	June 1, 1913	2,500
Honolulu	16,178	Ira H. McIntire	1	Apr. 5, 1912	June 30, 1913	1,800
Honolulu	4,616	Harry P. Smith	1	July 1, 1912	—, do	1,600
Honolulu	6,028	Orris W. Herr	1	Sept. —, 1906	May 31, 1913	1,850
Honolulu	9,466	Frank W. Else	1	May —, 1905	July 1, 1913	2,000
Honolulu	22,012	Albion W. Stuart	1	Sept. —, 1876	June —, 1913	2

¹ Indefinite tenure.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
KANSAS—contd.						
Fort Scott.....	10,463	Homer D. Ramsey.....	2	Aug. 1, 1911	Aug. 1, 1914	\$2,000
Galena.....	6,086	Lemuel A. Guthridge.....	2	June —, 1909	June —, 1913	1,500
Great Bend.....	4,622	Andrew F. Seuter.....	2	Aug. 1, 1910	July 31, 1914	2,000
Hutchinson.....	16,364	Justus Otho Hall.....	1	July —, 1909	Aug. 1, 1913	2,300
Independence.....	10,480	Charles S. Risdon.....	2	June 1, 1901	July 31, 1913	3,000
Iola.....	9,032	Clydus C. Brown.....	1	May —, 1912	Aug. 1, 1913	1,800
Junction City.....	5,598	William S. Heuser.....	2	May —, 1900	do.....	2,000
Kansas City.....	82,331	Matthew E. Pearson.....	1	Aug. 1, 1902	July 31, 1913	3,500
Lawrence.....	12,374	Franklin P. Smith.....	2	Nov. —, 1894	Aug. 1, 1913	2,350
Leavenworth.....	19,363	Mark E. Moore.....	2	Aug. 12, 1911	Aug. 12, 1913	2,400
Manhattan.....	5,722	John E. Edgerton.....	1	July —, 1900	July —, 1913	1,800
Newton.....	7,862	B. F. Martin.....	1	May —, 1912	July 31, 1913	1,800
Osawatomie.....	4,046	George B. Lee.....	2	—, —, 1907	May —, 1914	1,350
Ottawa.....	7,650	Arch L. Bell.....	1	July 1, 1904	Aug. 1, 1913	1,900
Parsons.....	12,463	Frank L. Piuet.....	2	June —, 1910	do.....	2,000
Pittsburg.....	14,755	Allen H. Bushey.....	1	May —, 1903	June —, 1913	2,100
Rosedale.....	5,960	George E. Rose.....	2	Jan. —, 1904	do.....	1,600
Salina.....	9,688	John Lofty.....	—	—	—	—
Topeka.....	43,684	C. C. Starr.....	—	—	—	—
Wellington.....	7,034	Charles M. Ware.....	1	Aug. 1, 1912	July 31, 1913	1,700
Wichita.....	52,450	L. W. Mayberry.....	—	—	—	—
Winfield.....	6,700	John W. Spindler.....	1	July —, 1891	May —, 1913	2,000
KENTUCKY.						
Ashland.....	8,688	Benjamin F. Stanton.....	4	Apr. —, 1909	Sept. —, 1914	2,400
Bellevue.....	6,683	W. P. King.....	2	Aug. —, 1909	June 30, 1913	2,000
Bowling Green.....	9,173	Thos. C. Cherry.....	1	June —, 1905	do.....	2,000
Covington.....	53,270	Homer O. Sluss.....	4	Apr. —, 1907	July 31, 1915	3,000
Danville.....	5,420	Oscar B. Fallis.....	1	July 5, 1907	May 30, 1912	1,300
Dayton.....	6,979	Lewis N. Taylor.....	1	Sept. 1, 1911	July 31, 1913	1,500
Frankfort.....	10,465	Hugh C. McGee.....	1	July 1, 1904	June 30, 1913	1,800
Georgetown.....	4,533	Jesse C. Waller.....	1	May —, 1910	May 31, 1913	1,500
Henderson.....	11,452	James W. Welch.....	1	June —, 1909	June 30, 1913	2,000
Hopkinsville.....	9,419	Davis A. Clark.....	1	Jan. —, 1912	June 1, 1913	1,820
Lexington.....	35,099	Massillon A. Cassidy.....	4	—, —, 1886	July 1, 1915	2,400
Louisville.....	223,928	Ernest O. Holland.....	4	Jan. 1, 1911	Jan. 1, 1916	5,000
Ludlow.....	4,163	Welby D. Reynolds.....	2	Sept. —, 1910	June —, 1913	1,400
Madisonville.....	4,966	Ralph B. Rubins.....	1	—, —, 1906	May —, 1912	1,500
Mayfield.....	5,916	Milton M. Faughender.....	1	Feb. 26, 1912	July 15, 1913	1,500
Maysville.....	6,141	James W. Bradner.....	3	July —, 1908	June 30, 1915	1,800
Middlesboro.....	7,305	M. Oliver Winfrey.....	—	—	—	—
Newport.....	30,309	John A. Sharon.....	2	July 11, 1912	Aug. 5, 1914	2,500
Owensboro.....	16,011	James H. Risley.....	1	July 1, 1911	June 30, 1913	2,400
Paducah.....	22,760	John A. Carnegie.....	4	Mar. 1, 1907	July 31, 1914	2,500
Paris.....	5,859	George W. Chapman.....	4	Mar. —, 1910	June 30, 1914	1,910
Richmond.....	5,340	Dittler W. Bridges.....	2	July —, 1911	July 1, 1914	1,600
Somerset.....	4,491	J. P. W. Brouse.....	—	—	—	—
Winchester.....	7,156	Edward F. Darnaby.....	1	July 1, 1911	June —, 1913	1,600
LOUISIANA.						
Alexandria.....	11,213	D. B. Showalter ¹	—	—	—	—
Baton Rouge.....	14,897	H. K. Strickland ¹	—	—	—	—
Crowley.....	5,099	J. H. Lewis ¹	—	—	—	—
Donaldsonville.....	4,090	John L. Rusca ¹	—	—	—	—
Houma.....	5,024	John M. Foote ¹	—	—	—	—
LaFayette.....	6,392	L. J. Alleman ¹	—	—	—	—
Lake Charles.....	11,449	John McNeese.....	—	—	—	—
Monroe.....	10,209	Ernest L. Neville.....	1	May 28, 1910	May 31, 1913	2,000
Morgan City.....	5,477	Charles E. Carnes ¹	1	July 15, 1911	May —, 1913	1,800
New Iberia.....	7,499	Ralph W. Frame ¹	—	—	—	—
New Orleans.....	339,075	Joseph M. Gwinn.....	4	Nov. —, 1910	July —, 1913	5,000
Opelousas.....	4,623	Chas. J. Thompson ¹	4	Aug. 25, 1904	July —, 1913	2,000
Plaquemine.....	4,955	L. E. Messick ¹	—	—	—	—
Shreveport.....	28,015	C. E. Byrd ¹	4	Jan. —, 1909	July —, 1913	3,600
MAINE.						
Auburn.....	15,064	Henry H. Randall.....	1	July 1, 1907	June 30, 1913	2,300
Augusta.....	13,211	Farnsworth O. Marshall.....	1	Aug. 1, 1910	Aug. —, 1913	2,000
Bangor.....	24,893	D. Lyman Wormwood.....	1	Sept. 1, 1912	Sept. 1, 1913	2,300
Bath.....	9,396	Frederick W. Freeman.....	1	Aug. —, 1904	Aug. 31, 1913	1,500
Belfast.....	4,618	William B. Woodbury.....	1	May —, 1912	July 1, 1913	1,500
Biddeford.....	17,079	Harold W. Files.....	2	Aug. 4, 1911	Aug. 3, 1913	1,600

¹ Parish superintendent.² Principal.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
MAINE—contd.						
Brewer.....	5,667	Fred. W. Burrill.....				
Brunswick.....	6,621	John Albert Cone.....	1	Aug. 1, 1909	Aug. 1, 1913	\$1,800
Calais.....	6,116	James Madison Pike.....	1	Apr. 17, 1909	Apr. 15, 1913	1,400
Castport.....	4,961	Reginald F. Harmon.....	2	Aug. 19, 1912	Sept. 1, 1914	1,500
Dairfield.....	4,435	Will Osmar Hersey.....	1	July 1, 1908	Apr. 1, 1913	1,500
Hardiner.....	5,811	Herbert J. Chase.....	1	Sept. 1, 1912	Aug. 31, 1913	1,500
Houlton.....	5,445	William F. Coan.....	1	Apr. 3, 1909	Apr. 1, 1913	1,800
Jewiston.....	26,247	D. J. Callahan.....	1	Oct. —, 1909	July 31, 1913	2,000
Old Town.....	6,317	Herbert M. Moore.....	1	July 8, 1912	July 8, 1913	1,700
Portland.....	58,571	De Forest H. Perkins.....	1	Aug. 1, 1911	Dec. 31, 1912	2,400
Presque Isle.....	5,179	Willard O. Chase.....	1	Aug. 1, 1911	May 4, 1913	1,450
Rockland.....	8,174	Giles A. Stuart.....	1	Sept. 1, 1909	Mar. 31, 1913	2,000
Rumford.....	6,777	W. H. S. Ellingwood.....	2	May —, 1910	Apr. 1, 1913	1,800
Saco.....	6,883	Theodore T. Young.....	1	Sept. —, 1909	Sept. —, 1913	1,200
Sanford.....	9,949	Isaac A. Smith.....	2	Apr. 1, 1911	Apr. —, 1913	1,600
Seabrook.....	5,441	Leon W. Gerrish.....	1	Aug. 1, 1911	June 30, 1913	1,700
South Portland.....	7,471	James O. Kaler.....	1	Mar. —, 1898	Mar. —, 1913	1,000
Waterville.....	11,458	Chas. N. Perkins.....				
Westbrook.....	8,381	Prescott Keyes.....	1	July 1, 1908	June —, 1913	2,000
MARYLAND.						
Annapolis.....	8,609	Samuel Garner ¹	2	Sept. 1, 1908	May 1, 1914	1,500
Baltimore.....	558,485	Francis A. Soper.....	(²)	Sept. 1, 1911		5,000
Baltimore.....	6,407	A. Stengle Marine ¹				
Baltimore.....	21,839	John T. Edwards ¹				
Baltimore.....	10,411	John T. White ¹				
Baltimore.....	6,028	Olin R. Rice ¹				
Baltimore.....	16,507	Wm. Merrick Huyett ¹	1	Aug. 15, 1911	July 31, 1912	1,800
Baltimore.....	4,212	J. Herbert Owens ¹	1	Sept. 1, 1909		1,350
Baltimore.....	6,660	Wm. James Holloway ¹	2	July —, 1908	July 31, 1914	1,600
MASSACHUSETTS.						
Abington.....	5,455	John E. De Meyer.....	3	Sept. 1, 1909	July 31, 1915	2,200
Adams.....	13,026	Francis A. Bagnall.....	1	Aug. —, 1901	Aug. 1, 1913	2,500
Amesbury.....	9,894	Charles E. Fish.....	1	Aug. 1, 1906	do.....	1,600
Amherst.....	5,112	Audubon L. Harvey.....	3	Sept. 1, 1898	Sept. 1, 1915	2,050
Andover.....	7,301	George M. Bemis.....	1	Aug. 1, 1911	Aug. 1, 1913	2,000
Arlington.....	11,187	John F. Scully.....	1	Oct. 15, 1905	July 1, 1913	2,600
Athol.....	8,536	Winfield S. Ward.....	1	Apr. 1, 1897	Sept. 1, 1913	2,000
Attleboro.....	16,215	Lewis A. Fales.....	1	Aug. 15, 1905	Aug. 15, 1913	2,300
Barnstable.....	4,676	George H. Galger.....		—, 1903		1,800
Belmont.....	5,542	Geo. P. Armstrong.....	3	Apr. —, 1897	June 30, 1915	2,650
Beverly.....	18,550	Robert O. Small.....	1	Sept. —, 1910	Sept. —, 1913	2,700
Blackstone.....	5,648	Joseph P. McCooey.....				
Boston.....	670,585	Franklin B. Dyer.....	6	July —, 1913	—, 1918	10,000
Braintree.....	8,066	Ralph L. Wiggin.....	1	Oct. —, 1909	Oct. 1, 1912	1,800
Bridgewater.....	7,688	(⁴).....				
Brockton.....	56,878	George L. Farley.....	1	Aug. —, 1910	June 1, 1913	3,250
Brookline.....	27,792	George L. Aldrich.....	1			
Barnbridge.....	104,839	Michael E. Fitzgerald.....	1	Sept. —, 1912	Sept. —, 1913	2,900
Barnbridge.....	4,797	John C. Davis.....	1	July 1, 1911	Apr. 1, 1913	1,800
Chelmsford.....	5,010	Benj. E. Martin.....	1	June —, 1910	July 31, 1913	1,600
Chelsea.....	32,452	Adelbert L. Safford.....	1	Sept. 1, 1910	Aug. 31, 1913	2,700
Chicopee.....	25,401	John C. Gray.....	1	Aug. —, 1901	July 1, 1913	2,700
Clinton.....	13,075	Charles L. Hunt.....	1	June —, 1889	do.....	2,100
Concord.....	6,421	Wells A. Hall.....	(²)	June —, 1907		2,500
Danvers.....	9,407	Henry C. Sanborn.....	1	June —, 1907	July 1, 1913	2,000
Dartmouth.....	4,378	Albert S. Cole.....	1	Sept. —, 1906	Aug. 31, 1913	1,700
Dedham.....	9,284	Roderick W. Hine.....	1	Aug. —, 1893	July 1, 1913	2,200
Dudley.....	4,267	Ernest W. Robinson.....				
Easthampton.....	8,524	William D. Miller.....	3	Apr —, 1896	June 30, 1915	1,900
Easton.....	5,139	Philip W. L. Cox.....	1	June 16, 1911	June 23, 1913	1,600
Everett.....	33,484	Fairfield Whitney.....	1	Aug. —, 1910	Aug. 31, 1913	2,500
Fairhaven.....	5,122	Charles F. Prior.....	3	Aug. 15, 1912	Aug. 15, 1915	2,100
Fall River.....	119,295	Everett B. Durfee.....	1	July 18, 1905	Aug. 31, 1913	3,000
Fitchburg.....	37,826	Joseph G. Edgerly.....	1	Sept. 27, 1875	July 31, 1913	2,850
Frammingham.....	12,948	Samuel F. Blodgett.....	1	—, 1896	Sept. 1, 1913	2,200
Franklin.....	5,641	Jacob H. Carrey.....	3	Aug. 1, 1911	Aug. 1, 1914	1,800
Gardner.....	14,699	Frederick S. Pope.....	1	Sept. —, 1911	Aug. —, 1913	2,100
Gloucester.....	24,398	Freeman Putney.....	1	Apr. —, 1888	June —, 1913	2,300
Grafton.....	5,705	Thos. Hart de Coudrea.....	3	July 25, 1912	Aug. 15, 1915	1,700
Great Barrington.....	5,926	J. Francis Allison.....	1	—, 1897	Aug. 31, 1913	1,800

¹ County superintendent.² Indefinite tenure.³ Principal of high school.⁴ See Abington.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
MASSACHUSETTS— continued.						
Greenfield.....	10,427	Winthrop P. Abbott.....	1	May —, 1912	June 30, 1913	\$2,000
Haverhill.....	44,115	Christie A. Record.....	1	Aug. 16, 1898	Mar. 1, 1913	2,550
Hingham.....	4,965	Nelson G. Howard.....	3	Apr. 2, 1912	July 31, 1915	3,000
Holyoke.....	57,730	Thos. F. McSherry.....	3	Aug. 1, 1906	do.....	2,050
Hudson.....	6,743	Cassius S. Lyman.....	3	July 1, 1909	June 30, 1913	1,500
Ipswich.....	5,777	John P. Marston.....	1	Apr. 26, 1904	Dec. 31, 1912	3,300
Lawrence.....	85,892	Bernard M. Sheridan.....	1	Sept. 1, 1909	June 30, 1915	1,000
Lee.....	4,106	Bion E. Hicks.....	3	July 1, 1895	—	2,300
Leominster.....	17,580	Thomas E. Thompson.....	(1)	—	—	2,500
Lexington.....	4,918	Frank H. Damon.....	(1)	—	—	2,500
Lowell.....	106,294	Hugh J. Molloy.....	3	July 1, 1903	June 30, 1915	1,800
Ludlow.....	4,948	Walter E. Gushee.....	(1)	Sept. 1, 1901	—	3,000
Lynn.....	89,336	Frank J. Peaslee.....	1	Sept. 1, 1910	Sept. 1, 1913	2,800
Malden.....	44,404	Clarence H. Dempsey.....	3	Apr. 9, 1891	Apr. —, 1915	1,800
Mansfield.....	5,183	Edward P. Fitts.....	1	Aug. 1, 1912	July 31, 1913	1,800
Marblehead.....	7,338	Burr Jay Merriam.....	1	—	—	1,900
Marlboro.....	14,579	Ernest P. Carr.....	1	—	—	1,900
Maynard.....	6,390	Francis S. Brick.....	1	Aug. —, 1909	July 1, 1913	2,700
Medford.....	23,150	Fred H. Nickerson.....	1	July 1, 1912	do.....	1,800
Melrose.....	15,715	John C. Anthony.....	1	Oct. —, 1901	Aug. 1, 1913	2,200
Methuen.....	11,448	Edwin L. Haynes.....	1	Sept. 1, 1911	Sept. 1, 1913	1,500
Middleboro.....	8,214	Charles H. Bates.....	3	Aug. 25, 1912	Sept. 1, 1915	1,400
Millford.....	13,655	Almorin O. Caswell.....	1	June —, 1912	Aug. 1, 1913	2,700
Millbury.....	4,740	C. C. Ferguson.....	3	Aug. —, 1902	July 1, 1915	1,800
Milton.....	7,924	Frank M. Marsh.....	1	Feb. 1, 1902	June 30, 1913	1,400
Monson.....	4,758	Fredk. A. Wheeler.....	1	Sept. 1, 1909	July 1, 1913	2,000
Montague.....	6,866	Frank P. Davison.....	1	July —, 1911	June —, 1912	2,300
Natick.....	9,866	John D. Brooks.....	1	June —, 1908	June 30, 1913	4,000
Needham.....	5,028	Austin H. Keyes.....	(1)	Sept. 1, 1906	—	1,800
New Bedford.....	96,652	Allen P. Keith.....	1	Sept. 1, 1904	Aug. 31, 1913	5,000
Newburyport.....	14,949	Edgar L. Willard.....	1	Sept. 1, 1895	Sept. 1, 1913	2,500
Newton.....	39,806	Frank E. Spaulding.....	1	Aug. 1, 1905	July 31, 1913	2,500
North Adams.....	22,019	Isaac F. Hall.....	1	Sept. 13, 1911	Sept. 18, 1913	2,800
Northampton.....	19,431	Fayette K. Congdon.....	1	July —, 1907	Sept. 1, 1913	2,075
North Andover.....	5,529	Dana P. Daine.....	3	—	—	2,320
North Attleboro.....	9,562	Robert J. Fuller.....	(1)	Aug. 1, 1909	July 1, 1913	2,100
Northbridge.....	8,807	Sam'l A. Melcher.....	1	Sept. 1, 1901	June 30, 1913	1,700
Norwood.....	8,014	Austin H. Fitts.....	1	July 1, 1911	June 30, 1913	1,800
Orange.....	5,282	Edward Dixon.....	1	Sept. —, 1903	Sept. 1, 1913	2,160
Palmer.....	8,610	Clifton H. Hobson.....	1	Aug. 1, 1910	Aug. 1, 1913	2,400
Peabody.....	15,721	Albert Robinson.....	(1)	Apr. —, 1895	—	3,000
Pittsfield.....	32,121	Claire G. Persons.....	3	July —, 1912	Sept. 1, 1915	1,600
Plymouth.....	12,141	Francis J. Heavens.....	1	Aug. —, 1909	Jan. 1, 1913	3,400
Provincetown.....	4,369	Frank K. Graves.....	3	July 1, 1911	July 1, 1914	1,000
Quincy.....	32,642	Albert L. Barbour.....	3	May 12, 1905	Sept. 1, 1913	1,500
Randolph.....	4,301	Fordyce Thos. Reynolds.....	1	Sept. —, 1910	Aug. 31, 1913	2,500
Reading.....	5,818	Harry T. Watkins.....	1	Aug. 16, 1910	Sept. —, 1913	1,400
Revere.....	18,219	Herbert F. Taylor.....	1	Sept. 1, 1908	Sept. 1, 1913	2,500
Rockland.....	6,928	William L. Coggins.....	1	May —, 1906	June —, 1913	1,400
Rockport.....	4,211	Wm. Francis Eldredge.....	1	June 18, 1912	Sept. 1, 1913	2,500
Salem.....	43,697	William W. Andrew.....	1	Sept. 1, 1908	Sept. 1, 1913	2,500
Saugus.....	8,047	William F. Sims.....	1	Sept. —, 1902	do.....	2,250
Somerville.....	77,236	Charles S. Clark.....	3	Apr. 1, 1904	Apr. 1, 1915	1,750
Southbridge.....	12,592	Fred E. Corbin.....	1	Aug. —, 1903	Apr. —, 1913	1,600
South Hadley.....	4,894	Frederick E. Whittamore.....	1	July —, 1911	Jan. —, 1913	5,000
Spencer.....	6,740	Charles F. Adams.....	3	May 1, 1910	Sept. —, 1914	2,000
Springfield.....	88,926	James H. Van Sickle.....	3	—	—	1,400
Stoneham.....	7,090	Arthur B. Webber.....	2	Sept. 1, 1911	Sept. 1, 1912	1,000
Stoughton.....	6,316	Edward P. Fitts.....	1	July —, 1905	Aug. 31, 1913	2,300
Swampscott.....	6,204	Eldredge Smith.....	3	Aug. 13, 1911	Sept. 1, 1914	1,600
Taunton.....	34,259	Henry W. Harrub.....	1	Aug. —, 1911	June 30, 1913	1,900
Uxbridge.....	4,671	Charles W. Pennell.....	(1)	June —, 1908	—	2,500
Wakefield.....	11,404	Willard B. Atwell.....	1	June —, 1908	—	2,500
Walpole.....	4,892	Frederic Wm. Kingman.....	1	Jan. —, 1902	July 1, 1913	2,000
Waltham.....	27,834	Wm. D. Parkinson.....	3	May 29, 1910	do.....	1,700
Ware.....	8,774	George W. Cox.....	1	May 1, 1909	Aug. 1, 1915	1,000
Wareham.....	4,102	Herman N. Knox.....	1	Feb. 1, 1908	Sept. 1, 1913	2,300
Warren.....	4,188	Wesley E. Nims.....	3	Aug. 1, 1903	Aug. 1, 1915	3,300
Watertown.....	12,875	Wilfred H. Price.....	1	Sept. —, 1895	Sept. —, 1913	1,800
Webster.....	11,509	Ernest Wm. Robinson.....	1	Nov. 1, 1911	June 30, 1913	2,000
Wellesley.....	5,413	William F. Johnson.....	1	—	—	—
Westboro.....	5,446	Harry C. Waldron.....	1	—	—	—
Westfield.....	16,044	James A. MacDougall.....	1	—	—	—
West Springfield.....	9,224	John R. Fansley.....	1	—	—	—

1 Indefinite tenure.

2 For two days a week.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
MASSACHUSETTS— continued.						
Weymouth.....	12,895	Parker T. Pearson.....	1	May 1, 1909	May 1, 1913	\$2,000
Whitman.....	7,292	Geo. F. Elinwood.....	1	July 20, 1908	Dec. 31, 1912	1,800
Winchendon.....	5,678	Edwin S. Cobb.....	3	Sept. 1, 1911	Sept. 1, 1914	2,000
Winchester.....	9,309	Schuyler F. Herron.....	1	Sept. 1, 1907	July 31, 1913	2,750
Winthrop.....	10,132	Frank A. Douglas.....	1	—, 1897	Aug. 31, 1913	2,500
Woburn.....	15,308	George I. Clapp.....	3	June —, 1903	June 30, 1914	2,200
Worcester.....	145,986	Homer P. Lewis.....	3	Apr. —, 1903	June 1, 1915	4,250
MICHIGAN.						
Adrian.....	10,763	Charles Wm. Mickens.....	2	June —, 1904	June —, 1913	2,200
Albion.....	5,833	William J. McKone.....	1	—, 1898	June —, 1913	1,700
Alpena.....	12,706	Le Grand Morell.....	1	May 8, 1912	June —, 1913	1,800
Ann Arbor.....	14,817	Herbert M. Slauson.....	1	Apr. —, 1898	July 1, 1913	2,700
Battle Creek.....	25,267	William G. Coburn.....	1	Sept. —, 1895	June —, 1913	2,850
Bay City.....	45,166	Edgar F. Ferguson.....	2	Aug. 1, 1911	Aug. 1, 1913	3,000
Belding.....	4,119	Frank C. Jones.....	1	Aug. —, 1909	June —, 1913	1,500
Benton Harbor.....	9,185	William R. Wright.....	1	Sept. —, 1905	June 1, 1913	2,000
Bessemer.....	4,583	Charles R. Cobb.....	1	Sept. —, 1911	June —, 1913	2,000
Big Rapids.....	4,519	Edward Whitney.....	1	July —, 1911	July 1, 1913	1,500
Boysie City.....	5,218	Leslie A. Butler.....	2	Sept. —, 1909	June —, 1904	1,900
Cadillac.....	8,375	George A. McGee.....	3	Mar. 24, 1910	July 1, 1913	2,050
Calumet.....	32,445	Edward J. Hall.....	1	May —, 1910	June 30, 1913	3,720
Charlotte.....	4,856	Charles H. Carrick.....	1	Sept. —, 1906	June —, 1913	1,900
Cheboygan.....	6,899	Washington L. Barr.....	1	Apr. —, 1911	June 30, 1913	1,500
Coldwater.....	5,945	Chas. A. Randolph Stone.....	2	—, 1911	June —, 1914	1,800
Detroit.....	465,706	Charles E. Chadsey.....	3	July —, 1912	July —, 1915	6,000
Dowagiac.....	5,088	Peter F. McCormick.....	1	Jan. 12, 1912	June 15, 1913	1,800
Escanaba.....	13,194	F. K. King.....	1	Aug. —, 1910	July —, 1913	2,500
Flint.....	38,550	Alvin N. Cody.....	1	Sept. 1, 1904	June 30, 1913	2,850
Gladstone.....	4,211	Edward J. Willman.....	1	Apr. —, 1906	June —, 1913	1,700
Grand Haven.....	5,456	L. H. van den Berg.....	1	Mar. —, 1907	June 30, 1913	2,050
Grand Rapids.....	112,571	Wm. A. Greeson.....	1	June —, 1906	July —, 1913	3,750
Greenville.....	4,045	Chester F. Straight.....	1	Sept. —, 1901	June —, 1913	1,800
Hancock.....	8,981	Eugene La Rowe.....	1	Feb. 1, 1902	June 30, 1913	2,400
Hastings.....	4,383	Warren E. Conkling.....	1	Sept. 9, 1912	June 21, 1913	1,700
HIGHLAND PARK.....	4,120	Thad J. Knapp.....	2	Sept. —, 1911	July 1, 1913	2,500
Hillsdale.....	5,001	Samuel J. Gier.....	2	—, 1900	—, 1914	1,700
Holland.....	10,490	Egbert E. Fell.....	4	July 1, 1910	June 30, 1915	2,000
Houghton.....	5,113	John A. Doelle.....	1	Sept. —, 1903	June 20, 1913	2,600
Ionia.....	5,030	Lewis L. Forsythe.....	1	Mar. 5, 1912	June 1, 1913	1,700
Iron Mountain.....	9,216	Lee E. Amidon.....	1	July 1, 1898	June 30, 1913	2,800
Ironwood.....	12,821	John V. Brennan.....	1	July 1, 1907	—, do.....	2,500
Ishpeming.....	12,448	E. E. Scribner.....	—	—	—	—
Jackson.....	31,433	Edward O. Marsh.....	1	July —, 1911	July —, 1913	3,000
Kalamazoo.....	39,437	Shattuck O. Hartwell.....	1	July 1, 1901	June 30, 1913	3,250
Lansing.....	31,229	Edward P. Cummings.....	1	Feb. —, 1907	June —, 1913	2,600
Ludington.....	9,132	Frank E. Millar.....	3	July —, 1908	June —, 1913	2,100
Manistee.....	12,381	Samuel W. Baker.....	1	—, 1898	June 30, 1913	2,100
Manistique.....	4,722	Geo. P. Edmonds.....	1	Sept. —, 1910	June —, 1913	1,850
Marquette.....	11,503	Gustav W. Gehrand.....	1	July 1, 1908	June 30, 1913	3,000
Marshall.....	4,236	A. H. Washburn.....	1	Sept. —, 1908	June —, 1913	1,500
Menominee.....	10,507	John N. Davis.....	1	June —, 1911	June 3, 1913	2,400
Monroe.....	6,893	R. C. Smith.....	—	—	—	—
Mount Clemens.....	7,707	Arthur S. Hudson.....	1	May —, 1909	July —, 1913	1,950
Muskegon.....	24,062	Joseph M. Frost.....	1	Aug. —, 1903	July 1, 1913	3,000
Negaunee.....	8,460	Orr Schurtz.....	1	Sept. 1, 1901	—, do.....	2,200
Niles.....	5,156	Martin B. Travis.....	1	May —, 1910	June —, 1913	1,800
Norway.....	4,974	George G. Malcolm.....	1	July 1, 1909	July 1, 1913	1,900
Owosso.....	9,639	Marion W. Langman.....	—	—	—	—
Petoskey.....	4,778	Ernest C. Hartwell.....	1	Sept. 1, 1908	June 20, 1913	2,000
Pontiac.....	14,532	G. L. Jenner.....	—	—	—	—
Port Huron.....	18,863	Walter F. Lewis.....	1	Aug. —, 1899	June 30, 1913	2,400
River Rouge.....	4,163	Alexander McDonald.....	1	June —, 1909	June —, 1913	1,500
Saginaw:						
East side.....	50,510	Eugene C. Warriner.....	1	July 1, 1899	June 30, 1913	3,000
West side.....		Phillip Huber.....	1	May —, 1903	—, do.....	2,400
St. Joseph.....	5,936	Ernest P. Clarke.....	1	July 6, 1899	June 1, 1913	1,800
Sault Ste. Marie.....	12,615	Matthew J. Walsh.....	1	Sept. —, 1911	June 30, 1913	2,400
Three Rivers.....	5,072	J. A. Wiggers.....	3	July —, 1911	June —, 1914	1,500
Traverse City.....	12,115	Leon L. Tyler.....	2	July 1, 1911	July 1, 1914	2,200
Wyandotte.....	8,287	Hiram C. Daley.....	1	Feb. —, 1908	July 1, 1913	2,000
Ypsilanti.....	6,230	Wm. B. Arbaugh.....	3	Jan. 21, 1903	—, do.....	2,000

¹ Second year, \$1,650; third year, \$1,800.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
MINNESOTA.						
Albert Lea.....	6,192	C. C. Baker.....	1	Apr. —, 1911	June 30, 1913	\$2,200
Austin.....	6,960	George A. Franklin.....	1	Mar. —, 1906	July 31, 1913	2,500
Bemidji.....	5,099	William P. Dyer.....	2	Mar. 1, 1910	—, 1912	2,00
Brainerd.....	8,526	W. C. Cobb.....				
Chisholm.....	7,684	James P. Vaughan.....	1	May —, 1907	Aug. 31, 1913	3,000
Cloquet.....	7,031	Peter Olesen.....	1	Aug. 28, 1909	June 10, 1913	2,300
Crookston.....	7,569	Aaron B. Hess.....	1	Apr. —, 1911	May 31, 1913	2,400
Duluth.....	78,466	Robert E. Denfeld.....	3	Aug. 1, 1885	July 31, 1914	4,500
Eveleth.....	7,036	Burton O. Greening.....	1	Aug. —, 1904	Sept. —, 1913	2,300
Faribault.....	9,001	John Munroe.....				
Fergus Falls.....	6,887	Ray B. MacLean.....	1	Apr. —, 1907	June 10, 1913	2,000
Hibbing.....	8,832	Herbert Blair.....	1	Apr. 1, 1909	July 1, 1913	3,600
Little Falls.....	6,078	Frank W. Dobyyn.....	1	Apr. 15, 1912	June 1, 1913	1,900
Mankato.....	10,365	Frederick J. Sperry.....	1	Aug. —, 1909	June —, 1913	2,100
Minneapolis.....	301,480	Charles M. Jordan.....	3	July 1, 1892	July —, 1913	5,500
Moorehead.....	4,440	Herbert R. Edwards.....	1	Aug. —, 1909	June 1, 1913	2,000
New Ulm.....	5,648	Henry C. Hess.....	1	Mar. —, 1910	Aug. 1, 1913	2,200
Owatonna.....	5,668	Wm. B. Thornburgh.....	1	May —, 1912	June —, 1913	1,900
Red Wing.....	9,048	John L. Silvernale.....	1	Jan. 30, 1907	Aug. 1, 1913	2,100
Rochester.....	7,844	H. A. Johnson.....	2	June 1, 1912	—, 1913	
St. Cloud.....	10,600	C. H. Barnes.....	1	Mar. —, 1912	Aug. 1, 1913	2,500
St. Paul.....	214,744	Milton C. Potter.....			June 1, 1914	500
St. Peter.....	4,176	Bertram M. Cosgrove.....	1	June 19, 1912	June —, 1913	1,600
South St. Paul.....	4,510	D. Edward Hickey.....	1	June —, 1911	June —, 1913	1,900
Stillwater.....	10,196	Wm. H. Hollands.....	2	Aug. —, 1908	July 31, 1912	2,300
Two Harbors.....	4,990	Harry E. Flynn.....	2	—, 1909	July —, 1914	2,800
Virginia.....	10,473	Lafayette Bliss.....	1	Aug. 1, 1904	Aug. 1, 1913	2,350
Winmar.....	4,135	G. A. Foster.....	1	July 2, 1911	June —, 1913	1,900
Winona.....	18,563	Raymond A. Kent.....	1	Aug. 1, 1911	July 31, 1912	2,500
MISSISSIPPI.						
Biloxi.....	8,049	R. P. Linfield.....				
Brookhaven.....	5,293	E. B. Allen.....				
Clarksdale.....	4,079	Harvey B. Heidelberg.....	1	May —, 1906	Aug. —, 1913	2,000
Columbus.....	8,988	William V. Frierson.....	3	June 1, 1912	June 1, 1915	1,800
Corinth.....	5,020	James A. Caldwell.....	1	Apr. 19, 1911	—, 1913	2,000
Greenville.....	9,610	Eli E. Bass.....	1	Aug. —, 1884	Aug. —, 1913	2,350
Greenwood.....	5,836	Chas. E. Saunders.....	1	Sept. 1, 1896	June 1, 1913	2,200
Guilford.....	6,366	Chas. A. Williamson.....	1	June 1, 1911	Apr. 30, 1913	2,000
Hattiesburg.....	11,733	Friley B. Woodley.....	1	June 1, 1901	June 1, 1913	2,400
Jackson.....	21,262	Edward L. Bailey.....	3	June 1, 1900	Sept. 1, 1913	2,500
Laurel.....	8,465	Richard H. Watkins.....	1	May —, 1907	July 1, 1913	2,300
McComb.....	6,237	Henry P. Hughes.....	3	May 1, 1900	June 1, 1914	2,350
Meridian.....	23,285	David C. Hull.....	1	Apr. 2, 1912	May 30, 1913	2,750
Natchez.....	11,791	Jackson H. Owings.....	1	May 7, 1907	July 1, 1913	2,350
Vicksburg.....	20,814	John P. Carr.....	1	Sept. 1, 1906	Sept. 1, 1913	2,100
Water Valley.....	4,275	W. M. Cox.....	1	Aug. —, 1911	May 23, 1913	1,500
West Point.....	4,864	Charles F. Capps.....	3	Aug. —, 1907	June —, 1913	1,800
Yazoo.....	6,796	M. Rose.....	1	May 11, 1906	Apr. 1, 1912	2,250
MISSOURI.						
Aurora.....	4,148	William H. Moore.....	1	May —, 1909	June 30, 1913	1,300
Boonville.....	4,252	M. A. O'Rear.....	1	May —, 1903	do.....	1,900
Brookfield.....	5,749	J. U. White.....				
Cape Girardeau.....	8,475	G. H. Reavis.....				
Cartersville.....	4,539	Worth J. Osburne.....	2	May 25, 1908	June 30, 1914	1,500
Carthage.....	9,483	Joseph M. White.....	1	June 30, 1903	June 30, 1913	2,500
Chillicothe.....	6,265	Alexander R. Coburn.....	1	July 1, 1908	do.....	2,000
Clinton.....	4,992	Arthur Lee.....	1	June 1, 1902	June 1, 1913	1,800
Columbia.....	9,662	James E. McPherson.....	1	Aug. 15, 1912	Aug. 15, 1913	1,400
De Soto.....	4,721	William N. Sellman.....	1	July 1, 1911	June 30, 1913	1,400
Flat River.....	5,112	William L. Johns.....	1	May —, 1906	do.....	1,500
Fulton.....	5,228	John T. Bush.....	1	July 3, 1912	May —, 1912	1,300
Hannibal.....	18,341	Livingstone McCartney.....	1	July —, 1909	June 30, 1913	2,400
Independence.....	9,859	William L. C. Palmer.....	1	May 28, 1901	Aug. 31, 1913	1,800
Jefferson City.....	11,850	Robert B. D. Simonson.....	1	Apr. —, 1907	June 30, 1912	1,800
Joplin.....	32,073	George V. Buchanan.....	1	May —, 1908	July 1, 1913	3,000
Kansas City.....	248,381	James M. Greenwood.....	1	June —, 1874	June 30, 1913	4,500
Kirksville.....	6,347	Charles Banks.....	1	Sept. —, 1910	Sept. 1, 1913	1,200
Kirkwood.....	4,191	M. E. Hard.....	1	—, 1908	June —, 1912	2,200
Lexington.....	5,242	Burtis McG. Little.....	1	Feb. 9, 1912	May 31, 1913	1,350
Louisiana.....	4,454	Robert R. Rowley.....	1	June —, 1911	Sept. —, 1912	1,250
Maplewood.....	4,976	William Robertson.....	1	Apr. —, 1908	July 1, 1912	2,400
Marshall.....	4,869	Lothrop J. Hall.....	1	July 12, 1913	Aug. 1, 1913	1,900
Maryville.....	4,762	Charles A. Hawkins.....	1	Jan. —, 1904	May —, 1913	1,650

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
MISSOURI—contd.						
Mexico.....	5,939	Herbert Pryor.....	1	Apr. —, 1912	May —, 1913	\$1,800
Moberly.....	10,923	J. C. Lilly.....	—	—	—	—
Monett.....	4,177	Monte J. Hale.....	1	June —, 1912	May 20, 1913	1,200
Nevada.....	7,176	Frederick H. Barbee.....	1	Apr. 23, 1912	June 30, 1913	1,800
Poplar Bluff.....	6,916	William L. Barrett.....	2	June —, 1905	Sept. 1, 1913	2,000
St. Charles.....	9,437	Joseph Herring.....	—	—	—	—
St. Joseph.....	77,403	John A. Whiteford.....	2	May 4, 1904	June 30, 1914	3,600
St. Louis.....	687,029	Ben Blewett.....	4	June —, 1908	June —, 1916	8,000
Sedalia.....	17,822	John P. Gass.....	1	July 1, 1908	July 1, 1913	2,400
Springfield.....	35,201	Jonathan Fairbanks.....	1	May —, 1875	May —, 1913	2,250
Trenton.....	5,656	Geo. H. Beasley.....	—	—	July 1, 1913	1,650
Warrensburg.....	4,689	Edward Beatty.....	2	July 1, 1909	June 30, 1913	1,320
Webb City.....	11,817	Charles A. Greene.....	1	Apr. 12, 1912	June 15, 1913	1,800
Webster Groves.....	7,080	William D. Grove.....	1	Aug. 14, 1902	June 30, 1913	2,400
Wellston.....	7,312	E. F. Bush.....	—	—	—	—
MONTANA.						
Anaconda.....	10,134	William K. Dwyer.....	—	—, 1906	—	—
Billings.....	10,031	Ward H. Nye.....	2	May —, 1908	Aug. 1, 1913	3,000
Bozeman.....	5,107	Risdon J. Cunningham.....	3	Jan. 1, 1905	June 10, 1914	2,500
Butte.....	39,165	George F. Downer.....	2	June —, 1910	Aug. 1, 1914	4,000
Great Falls.....	13,948	Samuel D. Largent.....	3	Apr. —, 1911	Sept. 1, 1914	3,500
Helena.....	12,015	John Dietrich.....	—	June 1, 1910	—	—
Kalispell.....	5,549	Wm. D. Swetlands.....	3	Aug. —, 1904	July —, 1915	2,500
Livingston.....	5,359	Benjamin A. Winans.....	1	Apr. —, 1911	May 31, 1913	2,500
Miles City.....	4,697	J. Archie Burger.....	1	May 1, 1909	Aug. 1, 1913	3,000
Missoula.....	12,869	J. Ulysses Williams.....	3	Aug. 1, 1906	Aug. 1, 1915	3,000
Red Lodge.....	4,860	Alfred C. Carlson.....	1	June —, 1909	June —, 1913	2,000
NEBRASKA.						
Beatrice.....	9,358	Edwin J. Bodwell.....	3	Aug. 1, 1906	Aug. 1, 1915	2,200
Columbus.....	5,014	R. M. Campbell.....	—	—	—	—
Fairbury.....	5,294	Anson L. Caviness.....	3	Aug. —, 1900	Aug. 15, 1915	1,800
Fremont.....	8,718	Archibald H. Waterhouse.....	3	Apr. —, 1908	June 30, 1914	3,000
Grand Island.....	10,326	Robert J. Barr.....	3	Aug. —, 1882	July —, 1915	2,100
Hastings.....	9,338	Clinton M. Barr.....	1	June 1, 1911	June 1, 1913	2,200
Kearney.....	6,202	Roy E. Cochran.....	1	Aug. 19, 1912	June 7, 1913	1,700
Lincoln.....	43,973	Fred M. Hunter.....	(*)	July 22, 1912	—	3,000
Nebraska City.....	5,488	George E. Martin.....	1	June 1, 1908	June 1, 1913	2,100
Norfolk.....	6,025	Merton E. Crosier.....	1	June —, 1911	June 30, 1913	1,800
North Platte.....	4,793	Wilson Tout.....	1	Sept. 1, 1908	Sept. 1, 1913	1,800
Omaha.....	124,096	Ellis U. Graff.....	3	Aug. 1, 1911	Aug. 1, 1914	4,200
Plattsmouth.....	4,287	N. C. Abbott.....	1	Jan. 1, 1911	June 30, 1913	1,750
South Omaha.....	26,259	Nathaniel M. Graham.....	3	Feb. 7, 1907	July 1, 1913	3,000
York.....	6,235	Walter W. Stoner.....	3	—, 1903	June 30, 1914	2,400
NEVADA.						
Goldfield.....	4,838	Samuel H. Thompson.....	1	Aug. 1, 1911	July 31, 1913	3,000
Reno.....	10,867	Benson D. Billingshurst.....	4	July 1, 1908	June 30, 1913	3,000
NEW HAMPSHIRE.						
Berlin.....	11,780	George H. Whitche.....	3	Jan. 1, 1904	Jan. —, 1914	2,400
Claremont.....	7,529	Wm. H. Cummings.....	1	Aug. 9, 1905	Sept. 1, 1913	1,950
Concord.....	—	—	—	—	—	—
Union District.....	—	—	—	—	—	—
Penacook District.....	21,497	Louis J. Rundlett.....	1	Aug. 1, 1885	Aug. 1, 1913	2,300
—	—	George W. Sumner.....	1	Aug. 1, 1912	July 31, 1913	2,000
Derry.....	5,123	Arthur W. Reynolds.....	1	July —, 1909	Aug. 31, 1913	1,400
Dover.....	13,247	Ernest W. Butterfield.....	1	July 1, 1911	Feb. 13, 1913	2,000
Exeter.....	4,897	—	(*)	—	—	—
Franklin.....	6,132	William H. Slayton.....	1	Sept. —, 1907	Aug. —, 1913	1,600
Keene.....	10,068	George A. Keith.....	1	July 1, 1905	June 30, 1913	1,500
Lebanon.....	10,183	Joseph H. Blaisdell.....	—	—	—	—
Lebanon.....	5,718	Frank Y. Hess.....	1	July 15, 1910	June —, 1913	1,450
Littleton.....	4,069	David F. Carpenter.....	1	—do—	July 15, 1913	1,400
Manchester.....	70,063	Charles W. Bickford.....	2	July 1, 1900	June 30, 1914	3,000
Nashua.....	26,005	James H. Fassett.....	1	Apr. —, 1893	June 1, 1913	2,200
Portsmouth.....	11,269	James N. Pringle.....	1	Jan. 2, 1912	July 1, 1913	1,800
Rochester.....	8,868	Everett A. Pugsley.....	—	—	—	—
Somersworth.....	6,704	Frank B. Sutcliffe.....	—	—	—	—

* Second year, \$2,360; third year, \$2,400.

* Indefinite tenure.

* No superintendent.

* Principal of high school.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
NEW JERSEY.						
Asbury Park.....	10,150	Fred S. Shepherd.....	5	Sept. 1, 1899	Sept. 1, 1913	\$3,200
Atlantic City.....	46,150	Charles B. Boyer.....				
Bayonne.....	55,545	John W. Carr.....	3	Jan. —, 1909	Aug. 31, 1913	5,000
Bloomfield.....	15,070	George Morris.....	4	Dec. 1, 1904	June 30, 1913	3,800
Boonton.....	4,930	Milo P. Reagle ¹	1	Sept. —, 1903	June —, 1913	1,800
Bordentown.....	4,250	Harry V. Holloway.....	1	Apr. 4, 1910	June 15, 1913	1,400
Bridgeton.....	14,209	H. J. Neal.....	3	July 1, 1909	June 30, 1914	2,000
Burlington.....	8,336	Wilbur Watts.....				
Camden.....	94,538	James E. Bryan.....	3	— —, 1899	Dec. 31, 1913	3,750
Collingswood.....	4,795	Amos H. Flake ¹	1	Sept. —, 1907	June 30, 1913	2,000
Dover.....	7,468	Wildy V. Singer.....	1	July 1, 1908	June 30, 1913	2,200
East Orange.....	34,371	Vernon L. Davey.....	(²)	June —, 1890		4,500
East Rutherford.....	4,275	Francis J. Oglee ¹	(²)	Sept. —, 1896		1,800
Elizabeth.....	73,409	Richard E. Clement.....	7	July 2, 1907	June 30, 1914	4,000
Englewood.....	9,924	Elmer C. Sherman.....	3	July 1, 1904	do.....	3,500
Fort Lee.....	4,472	Leonidas H. Van Syckle ¹	1	Sept. 1, 1907	June —, 1913	1,400
Garfield.....	10,213	William H. Steeger ¹	3	Sept. —, 1907	June 30, 1915	2,200
Gloucester.....	9,462	Wilbur F. Burns.....				
Guttenberg.....	5,647	Isalah G. Miller.....	1	— —, 1907	July —, 1913	2,400
Hackensack.....	14,050	William E. Stark.....	1	May —, 1911	Sept. 1, 1913	3,500
Haddonfield.....	4,142	Chas. E. Dechaut ¹	1	Sept. —, 1907	June 7, 1913	1,900
Hammonton.....	5,088	Newton C. Holdridge ¹	1	Sept. —, 1897	— —, 1913	2,000
Harrison.....	14,498	James F. Prendergast.....				
Hoboken.....	70,324	Abraham J. Demarest.....	(²)	Apr. 17, 1897		4,000
Irvington.....	11,877	Frank H. Morrell.....	1	Sept. —, 1875	June 30, 1913	2,500
Jersey City.....	267,779	Henry Snyder.....	(²)	May 19, 1892		6,000
Kearney.....	18,659	Herman Dressel, Jr.....				
Lambertville.....	4,657	Howard G. Dibble ¹	1	July 24, 1912	June 27, 1913	1,600
Lodi.....	4,138	Edgar F. Bunce ¹	1	Mar. —, 1910	June 15, 1913	1,500
Long Branch.....	13,298	Christopher Gregory.....	(²)	Feb. —, 1889		3,700
Madison.....	4,658	William Whitney.....				
Millville.....	12,451	F. A. Ebert.....	1	July —, 1911	July —, 1913	2,000
Montclair.....	21,550	Don C. Bliss.....	1	Aug. 1, 1912	July 31, 1913	6,000
Morristown.....	12,507	J. Burton Wiley.....				
Newark.....	347,469	Addison B. Poland.....	(²)	Mar. 1, 1901		6,000
New Brunswick.....	32,388	George H. Eckels.....	3	July —, 1910	July —, 1914	3,500
Newton.....	4,467	Howard E. Shimer ¹	1	July 1, 1910	June 30, 1913	2,000
North Bergen.....	15,662	Milton F. Husted.....	(²)	Dec. 1, 1906		2,400
North Plainfield.....	6,117	Arthur B. Vassler ¹	1	May 1, 1912	June —, 1913	
Nutley.....	6,009	John R. Beachler.....	3	June —, 1910	— —, 1914	2,250
Orange.....	29,630	James N. Muir.....				
Passaic.....	54,773	Ulysses G. Wheeler.....	3	July —, 1910	Sept. —, 1915	4,000
Paterson.....	125,600	John R. Wilson.....	(²)	Sept. —, 1906		3,000
Perth Amboy.....	32,121	Samuel E. Shull.....	(²)	Sept. —, 1895		3,500
Phillipsburg.....	13,903	Lewis O. Beers.....	3	Sept. —, 1906	Apr. —, 1914	1,700
Plainfield.....	20,550	Henry M. Maxson.....	(²)	— —, 1892		4,250
Pleasantville.....	4,390	C. W. Hean ¹				
Princeton.....	5,136	Mabel T. Vanderbilt ¹	(²)	Feb. —, 1906		1,800
Rahway.....	9,337	William J. Bicket.....	(²)	Sept. —, 1906		3,000
Red Bank.....	7,398	George B. Harten.....				
Ridgewood.....	5,416	Ira W. Travell.....	1	July 1, 1912	June 30, 1913	3,250
Rosevelt.....	5,786	B. V. Herman.....				
Rutherford.....	7,045	John Vanatta ¹				
Salem.....	6,614	Oscar C. Barr.....	1	Aug. 6, 1909	do.....	1,800
Somerville.....	4,740	Robert L. Saunders ¹	(²)	Sept. —, 1905		1,550
Somerville.....	5,080	Wm. Alfred Ackerman ¹	(²)	May —, 1906		2,500
South Amboy.....	7,007	Russel M. Fitch ¹	1	Nov. —, 1896	June 30, 1913	1,500
South Orange.....	6,014	Henry W. Foster ¹	5	June —, 1900	June 30, 1914	3,400
South River.....	4,772	Francis P. O'Brien ¹	1	Oct. —, 1909	June 30, 1913	1,500
Summit.....	7,500	Clinton S. Marsh.....	3	July 1, 1910	June 30, 1915	3,500
Town of Union.....	21,023	Nathan C. Billings.....				
Trenton.....	96,815	Ebenezer Mackey.....	(²)	Sept. —, 1902		3,600
Vineland.....	5,282	Jacob J. Unger ¹	1	June —, 1897	June 30, 1913	1,900
Weehawken.....	11,228	Cora E. Fiske ¹	(²)	Sept. —, 1901		1,900
Westfield.....	6,420	J. J. Savitz.....				
West Hoboken.....	35,403	M. H. Kinsley.....				
West New York.....	13,560	H. Whitford Maxson ¹	1	July —, 1910	June 30, 1913	2,300
West Orange.....	10,980	Alton H. Sherman.....	(²)	Sept. —, 1904		2,300
Woodbury.....	4,642	Henry C. Dixon ¹	1	Sept. —, 1906	June —, 1913	2,250
NEW MEXICO.						
Albuquerque.....	11,020	John Milne.....	1	Sept. 1, 1911	Aug. 30, 1913	2,100
Raton.....	4,539	Thomas W. Conway.....	1	June 28, 1908	June —, 1913	1,600
Roswell.....	6,172	Marcellus H. Brasher.....	1	July 1, 1907	June 30, 1913	2,000
Santa Fe.....	5,072	J. Howard Wagner.....				

¹ Supervising principal.² Indefinite tenure.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER.—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
NEW YORK.						
Albany.....	100,253	C. Edward Jones.....	2	Sept. 16, 1912		\$3,000
Albion.....	5,016	Willis G. Carner.....	1	Aug. 1, 1899	Aug. 1, 1913	1,900
Amsterdam.....	31,267	Harrison T. Morrow.....	3	Aug. 1, 1900	July 31, 1915	3,500
Auburn.....	34,668	Henry D. Hervey.....	(1)	July 20, 1910		1,500
Ballston Spa.....	4,138	William A. Andrews.....	1	Apr. —, 1909	June —, 1913	3,600
Batavia.....	11,613	John Kennedy.....				
Binghamton.....	48,443	Daniel J. Kelly.....	1	Apr. 22, 1912	July 31, 1913	3,000
Buffalo.....	423,715	Henry P. Emerson.....	4	Jan. 1, 1893	Dec. 31, 1915	7,500
Canandaigua.....	7,217	Luther N. Steele.....	1	Aug. 1, 1907	July 31, 1913	2,500
Catskill.....	5,296	E. C. Hoerner.....	1	—, 1912	Sept. —, 1913	1,800
Cohoes.....	24,709	Edward Hayward.....	4	July 1, 1901	July 1, 1913	2,000
Corning.....						
District No. 9.....	13,730	Hannibal H. Chapman.....	1	Sept. 1, 1909	Aug. 1, 1913	2,750
District No. 13.....		A. M. Blodgett.....				
Cortland.....	11,504	Ferdinand E. Smith.....	3	June —, 1896	Aug. 1, 1915	2,500
Dunkirk.....	17,221	Delmer E. Batcheller.....	1	Aug. —, 1908	July 31, 1913	2,500
Elmira.....	37,176	Asher J. Jacoby.....	(1)	May —, 1912		4,000
Fredonia.....	5,285	William R. Blaisdell.....	1	May —, 1906	July 1, 1911	1,200
Freeport.....	4,536	Ward C. Moon.....	2	Jan. —, 1912	June 30, 1914	2,600
Fulton.....	10,480	James R. Fairgrieve.....	2	Jan. 1, 1904	Dec. 31, 1913	2,400
Geneva.....	12,416	Wm. H. Truesdale.....	(1)	June —, 1891		2,600
Glens Falls.....	15,243	E. W. Griffith.....				
Gloversville.....	20,612	James A. Estee.....	1	July —, 1890	July 31, 1913	2,800
Gouverneur.....	4,128	G. Carl Alverson.....	1	—, 1913	July —, 1913	1,700
Hastings upon Hudson.....	4,552	Wm. W. Bullock.....	1	Sept. —, 1912	June —, 1913	2,000
Haverstraw.....	5,669	Luther O. Markham.....	1	—, 1898	July 31, 1913	2,000
Hempstead.....	4,964	Ira M. Gast.....	1	Apr. —, 1912	June —, 1913	2,100
Herkimer.....	7,520	George M. Elmendorf.....				
Hoosick Falls.....	5,532	Clyde L. Harvey.....	1	May —, 1905	July 31, 1913	1,800
Hornell.....	13,617	Elmer S. Redman.....	1	Aug. 1, 1898	do.....	2,600
Hudson.....	11,417	Chas. S. Williams.....				
Hudson Falls.....	5,189	Frances A. Tefft.....	1	Jan. —, 1905	July 31, 1913	1,600
Ilion.....	6,588	Harwood M. Schwartz.....	1	Apr. 1, 1911	Aug. 1, 1913	1,800
Ithaca.....	14,802	Frank D. Boynton.....	5	June —, 1900	July 31, 1915	3,600
Jamestown.....	31,297	Rev. R. L. Rogers.....	3	Mar. —, 1890	July 1, 1914	3,000
Johnstown.....	10,447	Erle L. Ackley.....	(1)	Aug. 1, 1910	Aug. 1, 1913	2,200
Kingston.....	25,908	Myron J. Michael.....		do.....		
Lackawanna.....	14,449	Albert E. Cook.....	3	Mar. —, 1905	June 2, 1915	2,100
Lancaster.....	4,364	P. J. Zellman.....	1	Sept. —, 1910	June —, 1913	1,700
Lansingburg.....		Nell K. White.....				
Little Falls.....	12,273	John A. De Camp.....	1	June 28, 1910	Sept. 1, 1913	2,200
Lockport.....	17,970	Emmet Belknap.....	1	June —, 1899	Aug. 31, 1913	2,400
Lyons.....	4,440	Worthy H. Kinney.....	1	Sept. —, 1888	June —, 1913	1,800
Malone.....	4,467	Robert M. Northrup.....	1	May —, 1911	June 23, 1913	1,600
Marionette.....	5,669	George J. McAndrew.....	1	May —, 1902	Sept. —, 1913	2,400
Mattituck.....	6,727	Leon J. Argersinger.....	1	Sept. 1, 1911	June 30, 1913	1,600
Mechanicville.....	6,634	Amrose J. Fry.....	1	Apr. 1, 1912	do.....	1,500
Melrose.....	5,683	Paul R. Merriman.....	1	—, 1912	June 24, 1913	1,600
Middletown.....	15,313	James F. Tutthill.....	1	—, 1901	Sept. —, 1913	2,800
Mount Vernon.....	30,919	Edwin C. Broome.....	(1)	Mar. 1, 1909		4,200
Newark.....	6,227	William M. Fort.....	1	Aug. —, 1907	July 31, 1913	1,800
Newburgh.....	27,805	James M. Crane.....	1	Mar. 1, 1901	—, 1913	2,500
New Rochelle.....	28,807	Albert Leonard.....	(1)	Mar. —, 1907		4,500
New York.....	4,766,883	William H. Maxwell.....	6	Mar. 14, 1898	Mar. 14, 1916	10,000
Orangetown.....	30,445	Reuben A. Taylor.....	(1)	Aug. 1, 1901		3,200
Ort Tarrytown.....	5,421	Charles A. Benedict.....	1	Aug. 1, 1910	Aug. 1, 1913	2,200
Ort Tonawanda.....	11,955	Richard A. Searing.....	(1)	Apr. —, 1904		2,600
Ort Tonawanda.....	7,422	Stanford J. Gibson.....				
Ort Tonawanda.....	4,619	Edward J. Bonner.....	1	Mar. 20, 1908	July 1, 1913	2,500
Ort Tonawanda.....	15,953	Horace H. Southwick.....	3	Sept. 1, 1902	Sept. —, 1914	2,100
Ort Tonawanda.....	14,743	Samuel J. Slawson.....	1	Feb. —, 1907	July 31, 1913	2,700
Ort Tonawanda.....	8,317	Burton M. Gould.....	1	June 1, 1912	Aug. 1, 1913	1,800
Ort Tonawanda.....	9,491	George J. Dann.....	1	Apr. 1, 1910	July 31, 1913	2,100
Ort Tonawanda.....	11,480	William H. Ryan.....	4	—, 1903	June —, 1913	2,500
Ort Tonawanda.....	23,368	Chas. W. Richards.....		Aug. 1, 1910	July 1, 1912	1,800
Ort Tonawanda.....	4,653	Isaac S. Carroll.....	1	Aug. —, 1908	July 31, 1913	1,600
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² Supervising principal.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
NEW YORK—CON.						
Port Jervis.....	9,564	Lincoln J. Roys.....	(¹)	Jan. —, 1911	.....	\$1,900
Potsdam.....	4,036	Harley A. Miner.....	1	June —, 1912	June —, 1913	1,000
Poughkeepsie.....	27,936	S. R. Shear.....	(¹)	Aug. 1, 1910	.....	3,000
Rensselaer.....	10,711	Arthur Z. Boothby.....	2	Feb. 1, 1911	June 26, 1913	1,800
Rochester.....	218,149	Herbert S. Weet.....	4	June —, 1911	July 1, 1915	5,000
Rome.....	20,497	George R. Staley.....	1	May 9, 1912	July 31, 1913	2,200
Salamanca.....	5,792	Thomas S. Bell.....	1	—, 1892	June —, 1913	2,000
Saranac Lake.....	4,983	H. V. Littell.....	1	Aug. —, 1912	Aug. —, 1913	2,000
Saratoga Springs.....	12,693	Thos. R. Kneil.....	(¹)	Sept. —, 1892	.....	2,250
Schenectady.....	72,826	A. R. Brubacher.....	1	June —, 1908	.....	3,700
Seneca Falls.....	6,588	Fredk. J. Medden.....	1	Oct. 1, 1908	Sept. 1, 1913	1,730
Solvay.....	5,139	Charles O. Richards.....	1	Sept. —, 1886	July —, 1913	2,000
Syracuse.....	137,249	Percy M. Hughes.....	4	Mar. 1, 1912	Dec. —, 1915	4,000
Tarrytown.....	5,600	Leslie V. Case.....	1	May —, 1900	Sept. —, 1913	2,000
Tonawanda.....	8,290	Frank K. Sutley.....	3	—, 1904	Sept. —, 1914	2,500
Troy.....	76,813	William A. Dunne.....	(¹)	Feb. 9, 1912	.....	3,000
Utica.....	74,419	Wilbur B. Sprague.....	(¹)	Aug. 1, 1909	.....	4,000
Walden.....	4,004	Ezra W. Benedict.....	1	June —, 1909	June —, 1913	1,800
Watertown.....	26,730	Frank S. Tisdale.....	1	Aug. 1, 1900	Aug. 1, 1913	2,500
Watervliet.....	15,074	Hugh H. Lansing.....	.....	.....	.....	.....
Waverly.....	4,855	P. C. Meserve.....	1	Sept. 1, 1909	June 30, 1913	1,700
Wellsville.....	4,382	Howard G. Burdge.....	1	Feb. 1, 1907	July 1, 1913	2,000
Whitehall.....	4,917	Willard W. Andrews.....	1	May —, 1912	do.....	1,800
White Plains.....	15,949	John W. Lumbard.....	1	Aug. 1, 1912	July 31, 1913	4,000
Yonkers.....	79,803	Charles E. Gorton.....	(¹)	Nov. —, 1883	.....	5,000
NORTH CAROLINA.						
Asheville.....	18,762	Richard J. Tighe.....	1	Aug. —, 1900	Aug. 31, 1913	2,400
Burlington.....	4,808	Geo. C. Singletary.....	1	Aug. —, 1910	Aug. 1, 1913	1,500
Charlotte.....	34,014	Alexander Graham.....	.....	.....	.....	.....
Concord.....	8,715	Albert S. Webb.....	1	July 1, 1910	June 30, 1913	1,450
Durham.....	18,241	Ernest J. Greene.....	1	Jan. 1, 1911	June 1, 1913	2,100
Elizabeth City.....	8,412	Samuel L. Sheep.....	.....	.....	.....	.....
Fayetteville.....	7,045	W. S. Snipes.....	.....	.....	.....	.....
Gastonia.....	5,759	Joe S. Wray.....	1	Aug. —, 1901	May 31, 1913	1,600
Goldsboro.....	6,107	Edwin D. Pusey.....	1	May 6, 1912	July 31, 1913	1,500
Greensboro.....	15,895	James L. Mann.....	.....	.....	.....	.....
Greenville.....	4,101	H. B. Smith.....	.....	.....	.....	.....
Henderson.....	4,503	John T. Alderman.....	1	Aug. 25, 1899	June 29, 1913	1,800
High Point.....	9,525	Thornwell Haynes.....	.....	.....	.....	.....
Kinston.....	6,996	Saml. B. Underwood.....	1	May —, 1911	May 31, 1913	1,880
Lexington.....	4,163	O. V. Woosley.....	1	May 2, 1912	June 30, 1913	1,200
Monroe.....	4,082	Arthur G. Randolph.....	1	May —, 1911	May 31, 1913	1,500
Newbern.....	9,961	Harvey B. Craven.....	1	Sept. —, 1904	June 30, 1913	1,800
Raleigh.....	19,218	Francis M. Harper.....	1	July 1, 1907	do.....	2,250
Reidsville.....	4,828	Thos. W. Andrews.....	1	Sept. 1, 1911	do.....	1,200
Rocky Mount.....	8,051	John Lory Harris.....	.....	.....	.....	.....
Salisbury.....	7,153	Arch T. Allen.....	1	July 4, 1910	June 30, 1913	1,500
Statesville.....	4,599	D. Matt. Thompson.....	.....	.....	.....	.....
Tarboro.....	4,129	Robert G. Kittrell.....	1	June 12, 1912	June 15, 1913	1,500
Washington.....	6,211	Nathan C. Newbold.....	1	July 29, 1908	June 30, 1913	2,100
Wilmington.....	25,748	John Jay Blair.....	.....	.....	.....	.....
Wilson.....	6,717	Charles Lee Coon.....	1	July 1, 1907	June 30, 1913	1,800
Winston-Salem.....	17,167	Rowland H. Latham.....	1	June —, 1910	June 1, 1913	2,000
NORTH DAKOTA.						
Bismarck.....	5,443	Charles C. Root.....	1	July —, 1910	July 1, 1913	1,900
Devils Lake.....	5,157	Youell G. Barnell.....	1	Mar. —, 1911	May 31, 1913	2,000
Fargo.....	14,331	William E. Hoover.....	1	Feb. 15, 1906	July 31, 1912	3,000
Grand Forks.....	12,478	J. Nelson Kelly.....	1	—, 1894	June —, 1913	3,500
Jamestown.....	4,358	Ezra R. Edwards.....	1	May 1, 1912	June 1, 1913	1,900
Minot.....	6,193	Samuel H. Wolf.....	3	June 1, 1900	July 31, 1915	2,200
Valley City.....	4,606	George W. Hanna.....	.....	.....	.....	.....
OHIO.						
Akron.....	69,067	H. V. Hotchkiss.....	5	July —, 1900	Aug. 31, 1915	4,000
Alliance.....	15,083	Harvey L. Eby.....	2	June —, 1910	Aug. 31, 1914	2,100
Ashland.....	6,795	John A. McDowell.....	3	Sept. 4, 1908	Sept. 1, 1915	2,000
Ashtabula.....	18,266	H. C. Dietrich.....	.....	.....	.....	.....
Athens.....	5,463	Beverly Oden Skinner.....	5	July 5, 1907	Sept. 1, 1917	1,800
Barberton.....	9,410	James M. Carr.....	4	July —, 1906	July —, 1915	2,000
Barnesville.....	4,233	William R. Butcher.....	2	May —, 1907	Sept. —, 1913	1,600

¹ Indefinite tenure.² Acting superintendent.³ Supervising principal.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
Ohio—continued.						
Bellaire.....	12,946	John A. Jackson.....	3	June —, 1911	July 1, 1915	\$2,000
Bellefontaine.....	8,238	J. W. McKinnon.....				
Bellevue.....	5,209	Ellis F. Warner.....		Sept. —, 1886		
Bowling Green.....	5,222	Walter F. Shaw.....	2	July 24, 1911	Sept. —, 1914	1,600
Bucyrus.....	8,122	Wm. N. Beetham.....	3	July —, 1907	July —, 1913	1,850
Cambridge.....	11,327	E. E. Miller.....				
Canal Dover.....	6,621	Franklin P. Geiger.....	3	—, 1902	Aug. 1, 1915	12,100
Canon.....	50,217	John K. Baxter.....	4	July 1, 1905	Aug. 31, 1916	3,200
Chillicothe.....	14,508	Fred. C. Kirkendall.....	3	July —, 1908	July —, 1914	2,200
Cincinnati.....	363,591	Randall J. Condon.....				10,000
Circleville.....	6,744	William E. Sealock.....	1	May 17, 1908	Aug. 31, 1913	2,000
Cleveland.....	560,063	J. M. H. Frederick.....	3	June 8, 1912	Aug. 31, 1915	6,000
Columbus.....	181,511	Jacob A. Shawan.....		July 1, 1889		
Cumaut.....	8,319	E. D. Williamson.....	1	May —, 1912	Aug. 31, 1913	1,800
Shoctor.....	9,603	C. E. Bryant.....				
Cuyahoga Falls.....	4,020	William H. Richardson.....	3	July —, 1910	July 1, 1914	1,800
Cuyton.....	116,577	Edwin J. Brown.....	5	Aug. 28, 1908	Aug. 31, 1916	5,000
Danace.....	7,327	Henry B. Mullholand.....	4	Feb. 20, 1909	Sept. 1, 1913	1,650
Delaware.....	9,076	Wm. McKendree Vance.....	4	Sept. 1, 1906	Aug. 31, 1913	2,200
Dephos.....	5,038	I. F. Motteson.....	2	Mar. 1, 1912	Sept. 1, 1914	* 1,600
Dunison.....	4,008	W. H. Angel.....				
East Cleveland.....	9,179	William H. Kirk.....	5	July —, 1891	June 1, 1913	3,600
East Liverpool.....	20,387	Fred H. Warren.....	4	May —, 1908	Sept. 1, 1913	2,500
Easton.....	14,825	Wm. R. Comings.....	5	—, 1900	July —, 1913	2,500
Edinburg.....	14,858	John F. Smith.....	2	Mar. 23, 1909	June 1, 1914	2,200
Ellettsville.....	9,597	Roland W. Solomon.....	3	June —, 1908	June —, 1915	2,100
Ellettsville.....	9,939	J. E. Collins.....	3	—, 1906	—, 1913	2,000
Ellettsville.....	7,214	Isaac C. Guinther.....	3	Sept. —, 1896	Sept. 1, 1915	1,950
Ellettsville.....	5,560	Harvey E. Conard.....	2	July 1, 1905	July 1, 1914	1,800
Ellettsville.....	4,228	Ezekiel W. Patterson.....				
Ellettsville.....	6,237	James J. Martz.....	1	Apr. 7, 1908	July 1, 1913	1,800
Ellettsville.....	35,279	Darrell Joyce.....	4	Aug. 6, 1903	Aug. 6, 1915	* 3,100
Ellettsville.....	4,296	William E. Arter.....	3	June —, 1908	June —, 1914	1,500
Ellettsville.....	13,147	James T. Begg.....	4	May —, 1910	Sept. 1, 1915	2,400
Ellettsville.....	5,468	James E. Kinnison.....	5	June —, 1881	Sept. —, 1916	1,700
Ellettsville.....	4,488	William A. Walls.....	2	June —, 1910	June —, 1913	1,750
Ellettsville.....	7,185	N. E. Hutchinson.....				
Ellettsville.....	15,181	Charles P. Lynch.....	3	Apr. —, 1912	Apr. —, 1914	3,600
Ellettsville.....	13,093	S. Herrick Layton.....	2	Apr. 25, 1911	July 1, 1913	2,000
Ellettsville.....	30,508	John Davison.....	5	June 14, 1905	June 15, 1915	3,000
Ellettsville.....	4,850	G. Otto Grady.....	3	May 7, 1909	Sept. 1, 1913	1,500
Ellettsville.....	28,883	Albert C. Eldredge.....	5	May —, 1905	Aug. 1, 1913	2,500
Ellettsville.....	5,193	Charles M. Merry.....				
Ellettsville.....	20,768	Henry H. Helter.....	4	—, 1907	—, 1913	2,500
Ellettsville.....	12,923	Jesse V. McMillan.....	5	—, 1902	Aug. —, 1916	2,400
Ellettsville.....	18,232	Henry A. Hartman.....				
Ellettsville.....	9,133	Guy W. Finch.....	2	May —, 1911	Sept. —, 1913	2,000
Ellettsville.....	13,879	Lewis E. York.....	2	Apr. —, 1911	do	2,100
Ellettsville.....	4,271	Wm. T. Trump.....	3	June —, 1906	do	2,200
Ellettsville.....	13,152	N. D. O. Wilson.....				
Ellettsville.....	4,049	Frank Linton.....	3	—, 1908	July 1, 1915	1,800
Ellettsville.....	9,087	John S. Alan.....	3	Jan. —, 1907	Sept. 1, 1913	2,000
Ellettsville.....	6,082	Edwin H. Kuhn.....	3	May —, 1912	—, 1915	1,600
Ellettsville.....	25,404	Wilson Hawkins.....	2	July 1, 1911	July 1, 1913	2,500
Ellettsville.....	8,542	Chas. F. Limbach.....	2	Aug. 20, 1912	Sept. 1, 1914	* 1,800
Ellettsville.....	8,361	W. C. Campbell.....	3	June 1, 1910	June 1, 1915	2,500
Ellettsville.....	7,958	Alexander D. Beechy.....				
Ellettsville.....	16,185	W. S. Cadman.....				
Ellettsville.....	4,365	Howard L. Rawdon.....	3	June 15, 1908	Aug. 31, 1914	1,600
Ellettsville.....	5,501	Franklin H. Kendall.....	3	July —, 1902	Aug. —, 1913	1,800
Ellettsville.....	13,388	George C. Dietrich.....	3	July 1, 1909	June 30, 1913	2,300
Ellettsville.....	23,481	Frank Appel.....	2	Feb. —, 1908	July 1, 1913	2,500
Ellettsville.....	5,310	Edward O. Trescott.....	3	Sept. —, 1907	Sept. —, 1913	1,800
Ellettsville.....	5,002	John L. Trisler.....	3	—, 1909	Sept. —, 1914	2,300
Ellettsville.....	5,732	Chas. C. McBroom.....	3	June —, 1907	June —, 1914	1,700
Ellettsville.....	8,943	Jesse S. Johnson.....	1	—, 1900	Sept. 1, 1913	2,300
Ellettsville.....	19,989	Homer B. Williams.....	4	—, 1898	Aug. 31, 1913	3,000
Ellettsville.....	4,903	William H. Maurer.....	1	May —, 1912	do	1,500
Ellettsville.....	6,607	Herbert R. McVay.....	3	Aug. —, 1902	—, 1914	2,100
Ellettsville.....	46,921	Carey Boggess.....	5	Apr. —, 1894	Aug. 31, 1917	3,000
Ellettsville.....	22,391	R. L. Ervin.....				
Ellettsville.....	11,894	Charles A. Krout.....	5	June —, 1900	Aug. 31, 1917	2,000
Ellettsville.....	168,497	Wm. B. Guetteau.....	5	Oct. —, 1909	July 31, 1917	5,000
Ellettsville.....	4,271	Saml. K. Mardes.....				

* Second year, \$2,200; third year, \$2,300.

* Second year, \$1,700.

* Salary increases \$100 annually to \$3,400.

* Second year, \$2,000.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
OHIO—continued.						
Troy.....	6,122	Charles W. Cookson.....	3	Aug. 8, 1906	Sept. 1, 1913	\$2,000
Uhrichsville.....	4,751	Luther E. Everett.....	3	July 1, 1901	June 30, 1914	1,800
Urbana.....	7,739	I. N. Keyser.....	4	Aug. 31, 1901	—, 1914	2,000
Van Wert.....	7,157	J. P. Sharkey.....	—	—	—	—
Wapakoneta.....	5,349	Frank E. Reynolds.....	3	Feb. —, 1909	Aug. —, 1914	2,000
Warren.....	11,081	Charles E. Carey.....	—	—	—	—
Washington C.H.....	7,277	William McClain.....	3	May —, 1909	Sept. —, 1913	2,500
Wellston.....	6,875	Clarence D. Walden.....	2	July 1, 1910	June 30, 1913	1,600
Wellsville.....	7,769	Arthur D. Horton.....	2	June —, 1909	June 1, 1913	1,900
Wilmington.....	4,491	Edwin P. West.....	3	—, 1909	July 1, 1915	1,800
Wooster.....	6,136	George C. Maurer.....	3	Aug. 1, 1912	Aug. 31, 1915	2,300
Xenia.....	8,706	G. J. Graham.....	—	—	—	—
Youngstown.....	79,066	Novetus H. Chaney.....	4	July 7, 1902	Sept. 1, 1914	4,000
Zanesville.....	28,026	Willard C. Bowers.....	4	Dec. 6, 1909	Aug. 31, 1916	2,800
OKLAHOMA.						
Ada.....	4,349	Thomas W. Robison.....	1	July 1, 1908	June 30, 1913	1,300
Altus.....	4,821	William H. Decker.....	1	Mar. —, 1908	Aug. 31, 1913	1,900
Ardmore.....	8,618	Chas. W. Richards.....	1	June 1, 1911	June 30, 1913	2,400
Bartlesville.....	6,181	Francis W. Wenner.....	2	Mar. —, 1911	Jan. 1, 1914	2,100
Chickasha.....	10,320	William F. Ramey.....	1	May 25, 1908	June 30, 1913	2,100
Durant.....	5,330	Walter H. Echols.....	1	Aug. 1, 1908	July 31, 1913	1,800
El Reno.....	7,872	Fredk. N. Howell.....	1	July 1, 1900	June 30, 1913	2,000
Enid.....	13,799	Thomas W. Butcher.....	—	—	—	—
Guthrie.....	11,654	Fowler D. Brooks.....	1	May 24, 1911	June 30, 1913	1,800
Hugo.....	4,582	Henry G. Bennett.....	2	June 30, 1910	do.....	2,000
Lawton.....	7,788	Thomas B. Rybolt.....	—	—	—	—
McAlester.....	12,954	Charles N. Peak.....	1	Jan. 5, 1912	June 30, 1913	1,900
Muskogee.....	25,278	Edwin S. Monroe.....	1	July 1, 1909	do.....	3,000
Oklahoma.....	64,205	W. A. Brandenburg.....	3	Jan. 1, 1910	do.....	3,000
Oklmulgee.....	4,176	Nelson O. Hopkins.....	1	Apr. —, 1909	do.....	2,000
Sapulpa.....	8,283	Albert C. Cohagan.....	1	—, 1908	Sept. —, 1913	1,800
Shawnee.....	12,474	Scott Glen.....	2	May —, 1905	July 1, 1914	2,100
Tulsa.....	18,182	James A. Koontz.....	1	May —, 1912	July 1, 1913	2,500
Vinita.....	4,082	William G. Masterson.....	2	July 1, 1907	June 30, 1914	1,920
Wagoner.....	4,018	Geo. W. Austin.....	1	Mar. 1, 1912	June 30, 1913	1,800
OREGON.						
Albany.....	4,275	Chas. Wm. Boetticher.....	1	Mar. —, 1911	June 17, 1913	1,700
Ashland.....	5,020	George A. Briscoe.....	2	May —, 1911	June —, 1913	1,800
Astoria.....	9,599	John G. Imel.....	3	Aug. 1, 1909	Aug. 1, 1914	2,000
Baker City.....	6,742	J. A. Churchill.....	1	—, 1892	May 25, 1912	2,500
Corvallis.....	4,552	Rollin W. Kirk.....	1	July —, 1909	July —, 1913	1,800
Eugene.....	9,009	Guy C. Stockton.....	1	Sept. —, 1908	June —, 1913	2,000
La Grande.....	4,843	John D. Stout.....	3	May —, 1910	June —, 1913	2,000
Medford.....	8,840	U. S. Collins.....	—	—	—	—
Oregon City.....	4,287	Fred J. S. Toozee.....	1	June —, 1909	May 31, 1913	1,550
Pendleton.....	4,460	J. S. Landers.....	1	Dec. 1, 1906	July 1, 1913	2,250
Portland.....	207,214	Frank Rigler.....	—	—	—	—
Roseburg.....	4,738	John W. Groves.....	1	Sept. 12, 1910	May 23, 1913	1,500
St. Johns.....	4,872	Charles H. Boyd.....	1	Apr. —, 1908	June —, 1913	1,800
Salem.....	14,094	Phillip J. Kuntz.....	1	May —, 1912	July 1, 1913	2,500
The Dalles.....	4,880	Arthur C. Strange.....	1	July 1, 1907	June 30, 1913	2,100
PENNSYLVANIA.						
Allentown.....	51,913	Francis D. Raub.....	3	May —, 1893	June 1, 1914	2,500
Altoona.....	52,127	Henry H. Balsh.....	3	Aug. 1, 1908	do.....	2,400
Ambridge.....	5,205	B. S. Bayle.....	—	—	—	—
Archbald.....	7,194	William A. Kelly.....	3	—, 1905	—, 1914	1,500
Ashland.....	6,855	T. E. Garber.....	3	Apr. 10, 1912	June —, 1914	1,500
Ashley.....	5,601	A. P. Cope.....	1	Apr. —, 1912	June —, 1913	1,800
Avalon.....	4,317	O. S. Jamison.....	1	May 18, 1912	Sept. 1, 1912	2,000
Avoca.....	4,634	Thos. A. Dixon.....	1	Sept. 7, 1907	—, 1913	1,000
Bangor.....	5,369	John W. Gruver.....	3	June 1, 1905	June 1, 1914	1,575
Beaver Falls.....	12,191	Clyde C. Green.....	3	June 1, 1911	June 30, 1914	2,600
Bellevue.....	4,145	Jonas E. Wagner.....	1	Jan. —, 1909	June 30, 1913	1,300
Bellevue.....	6,323	W. Espey Albright.....	1	June —, 1909	July 1, 1913	2,250
Berwick.....	5,357	James G. Sigman.....	3	Dec. —, 1906	June 1, 1913	1,500
Bethlehem.....	12,837	William C. Sampson.....	3	July —, 1911	May —, 1914	1,700
Blakely.....	5,345	H. B. Anthony.....	3	Sept. —, 1903	July —, 1914	1,200
Bloomsburg.....	7,413	Lloyd P. Sterner.....	3	June 1, 1891	June —, 1911	1,600
Braddock.....	19,357	F. C. Steltz.....	—	—	—	—

1 Supervising principal.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
PENNSYLVANIA— continued.						
Bradford.....	14,544	Edw. E. Schermerhorn..	3	Dec. —, 1909	June —, 1914	\$2,400
Bristol.....	9,256	Louise D. Baggs.....	3	May —, 1897	May —, 1914	1,000
Butler.....	20,728	John A. Gibson.....	3	June 1, 1896	June 1, 1914	2,800
Carbondale.....	17,040	Thomas L. Gilmartin....	3	May —, 1908	.....do.....	1,800
Carlisle.....	10,303	John C. Wagner.....	3	July —, 1903	June —, 1914	1,800
Carnegie.....	10,009	Thomas J. George.....				
Carrick.....	6,117	Wm. Howard Sprengle ¹ ..	1	June —, 1908	July —, 1913	1,815
Catasauqua.....	5,250	Henry J. Reinhard ¹	3	July —, 1904	June 30, 1913	1,450
Chambersburg.....	11,800	Samuel Gelwix.....	3	Aug. 1, 1897	June —, 1914	1,200
Charlert.....	9,615	Thos. L. Pollock.....				
Chester.....	38,537	Thomas S. Cole.....	3	Oct. 8, 1906	June 1, 1914	2,500
Clearfield.....	6,851	George E. Zerfoss.....	3	July 3, 1911	July 24, 1915	2,000
Coaldale.....	5,154	John E. Gildea ¹	3	— —, 1911	— —, 1915	1,300
Coatesville.....	11,084	William T. Gordon.....	3	— —, 1911	June —, 1914	2,000
Columbia.....	11,454	Hiram W. Dodd.....	3	June —, 1911	June —, 1914	1,600
Connellsville.....	12,845	Stanley P. Ashe.....	3	Mar. —, 1911	Apr. —, 1914	1,800
Conshohocken.....	7,480	Frank L. Cloud.....	2	Oct. —, 1912	June —, 1914	1,500
Coraopolis.....	5,252	J. Elwood Wherry ¹	3	June —, 1907	June —, 1914	2,000
Corry.....	5,991	L. E. Cross.....	3	July 1, 1911	June 30, 1914	1,500
Crafton.....	4,583	Calvin Bowman ¹	1	May —, 1911	May 29, 1913	1,400
Danville.....	7,517	Daniel N. Dieffenbacher.	3	Sept. 1, 1907	June 1, 1914	1,400
Darby.....	6,305	Charles P. Sweeney.....	3	June —, 1898	June —, 1914	1,500
Dickson City.....	9,331	James P. Wilson.....				
Donora.....	8,174	Edgar Reed ¹	1	June 1, 1912	June 1, 1913	1,800
Dorrancton.....	4,046	C. B. Hanyen, Jr. ¹	3	— —, 1907	— —, 1913	1,400
Dubois.....	12,623	William R. Straughn....	3	Jan. 1, 1912	— —, 1914	2,000
Dunmore.....	17,615	Charles F. Hoban.....	3	— —, 1902	June 1, 1914	2,400
Duquesne.....	15,727	Clyde H. Holford ¹	3	Sept. 1, 1906	July 1, 1914	2,400
Duryea.....	7,487	Frederick J. Regan ¹	3	Sept. —, 1894	June —, 1913	1,500
East Conemaugh.....	5,046					
Easton.....	28,523	Wm. W. Cottingham.....	3	Aug. 24, 1853	June —, 1914	2,000
East Pittsburgh.....	5,615	George W. Campman ¹ ..	3	July —, 1904	July —, 1915	1,800
Edwardsville.....	8,407	James O. Herman ¹	3	— —, 1893	July —, 1915	1,500
Erie.....	66,525	Henry C. Missimer.....	3	May —, 1890	May —, 1914	3,600
Etna.....	5,830					
Ford City.....	4,850	William W. Irwin ¹	3	July —, 1907	July 1, 1915	1,850
Forest City.....	5,749	Floyd H. Taylor ¹	1	May —, 1909	June 30, 1913	1,250
Franklin.....	9,767	N. P. Kinsley.....				
Freeland.....	6,197	John H. Herring ¹	1	July 1, 1912	June 30, 1913	1,200
Galeton.....	4,027	Roger B. Foote ¹	1	May —, 1912	June 6, 1913	1,440
Gettysburg.....	4,030	Willis A. Burgoon ¹	1	June —, 1909	July —, 1913	1,200
Gilberton.....	5,401	William W. Ridge ¹	1	July 1, 1912	June 30, 1913	1,200
Girardville.....	4,396	Robert R. Stuart ¹	1	June —, 1912	July 1, 1913	1,365
Glassport.....	5,540	John A. Erhard ¹	1	June 1, 1908	May 29, 1913	1,500
Greensburg.....	13,012	J. H. Alleman.....				
Greenville.....	5,909	G. B. Gerberich.....	3	June —, 1908	June —, 1914	2,000
Hanover.....	7,057	Joseph C. Carey.....	3	Aug. 1, 1907	May 1, 1914	1,500
Harrisburg.....	64,186	Frederick E. Downes....	3	May —, 1905	May —, 1914	3,300
Hazleton.....	25,452	David A. Harman.....	3	Sept. —, 1881	— —, 1914	3,000
Homestead.....	18,713	Walter S. Deffenbaugh.	3	Mar. —, 1911	June —, 1914	2,400
Huntingdon.....	6,861	Edward R. Barclay.....	3	June 1, 1901	July —, 1914	1,600
Indiana.....	5,749	Frank E. Work.....	3	June —, 1908	June —, 1913	1,400
Jennette.....	8,077	Theodore B. Shank.....	3	Apr. —, 1905	June —, 1914	2,000
Jersey Shore.....	5,381	John G. Dundore ¹	1	June 4, 1912	June 30, 1913	1,300
Johnsburg.....	4,334	George W. Mitchell ¹ ..	3	Sept. —, 1908	— —, 1915	1,800
Johnstown.....	55,482	John Nichols Adee.....	3	May —, 1911	June —, 1914	3,500
Juniata.....	5,285	Marshall B. Wineland....	2	June —, 1909	.....do.....	1,350
Kane.....	6,626	Frank R. Neld.....	3	June —, 1911	May —, 1914	1,600
Kingston.....	6,449	J. Richmond Merkel ¹ ..	1	Sept. —, 1909	June —, 1912	1,680
Kittanning.....	4,311	Frank W. Goodwin.....	3	Mar. —, 1907	June —, 1913	1,800
Knoxville.....	5,631	Alfred R. Gilbert ¹	1	July —, 1912	.....do.....	1,000
Lancaster.....	47,227	J. N. K. Hickman.....				
Lansdowne.....	4,066	Walter L. Phillips ¹ ...	1	June —, 1906	June 30, 1913	2,600
Lansford.....	8,321	Elmer E. Kuntz.....	3	June 1, 1905	June 30, 1914	1,800
Larksville.....	9,288	D. J. Cray.....	3	— —, 1899	— —, 1913	1,700
Latrobe.....	8,777	Samuel E. Downs.....	3	July 1, 1911	June 30, 1914	2,400
Lebanon.....	19,240	Fred W. Robbins.....	3	.....do.....	June 1, 1914	2,500
Lehighton.....	5,316	Brinton M. Shull ¹	1	June —, 1907	June —, 1913	1,200
Lewistown.....	8,166	T. Latimer Brooks.....	3	July —, 1910	June —, 1914	1,600
Lockhaven.....	7,772	Edward S. Ling.....	3	June —, 1908	June 1, 1914	1,500
Luzerne.....	5,426	Theron G. Osborne ¹ ...	3	June —, 1910	June —, 1913	1,200
McKeesport.....	42,094	Jos. B. Richey.....	3	May —, 1902	June —, 1914	3,300
McKees Rocks.....	14,072	Thomas K. Johnston.....	3	May 3, 1911	— —, 1914	2,250
Mahanoy City.....	15,936	William N. Ehrhart.....	3	June —, 1896	June —, 1914	1,800

¹Supervising principal.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
PENNSYLVANIA— continued.						
Meadville.....	12,780	Russell H. Bellows.....	3	July 1, 1908	June 1, 1914	\$2,100
Mechanicsburg.....	4,469	Ralph Jacoby ¹	1	June 1, 1912	June 1, 1913	1,088
Middletown.....	5,374	Harry J. Wickey.....	3	June —, 1899	June —, 1914	1,200
Millvale.....	7,861	Curtis C. Williamson ¹	1	June —, 1910	June 1, 1912	1,600
Milton.....	7,460	William A. Wilson.....	3	June —, 1905	June —, 1914	1,800
Minersville.....	7,240	Wilbur M. Yeingst.....	3	July 3, 1909	May —, 1914	1,900
Monessen.....	11,775	Harry E. Gress.....	3	June —, 1910	June —, 1914	2,000
Monongahela.....	7,598	Renwick G. Dean.....	3	Sept. —, 1907	May —, 1914	1,800
Mount Carmel.....	17,532	Samuel H. Dean.....	3	June 1, 1893	June 1, 1914	1,800
Mount Oliver.....	4,241	Philomina Ubinger ¹	1	—, —, 1894	June —, 1913	1,250
Mount Pleasant.....	5,812	Urie Lee Gordy ¹	1	June —, 1907	June 30, 1913	1,800
Munhall.....	5,185	Amos E. Kraybill ¹	1	July 1, 1911	do.....	2,400
Nanticoke.....	18,877	Alton P. Difenderfer.....	3	Jan. —, 1909	June —, 1914	2,400
New Brighton.....	8,329	Floyd Atwell.....	3	June 1, 1911	June 1, 1914	2,300
New Castle.....	36,280	Thomas A. Kimes.....	3	June —, 1905	July —, 1914	2,400
New Kensington.....	7,707	Jas. E. Hershberger.....	2	Mar. —, 1912	June —, 1914	2,000
Norristown.....	27,875	Allen S. Martin.....	3	Jan. —, 1906	do.....	2,000
Northampton.....	8,729	William D. Landis.....	3	June —, 1905	do.....	1,700
North Braddock.....	11,824	John L. Spittler.....	1	—, —, —	June 1, 1911	2,100
Oil City.....	15,657	James J. Palmer.....	—	—, —, —	—, —, —	—
Old Forge.....	11,324	Francis R. Coyne.....	—	—, —, —	—, —, —	—
Olyphant.....	8,505	M. W. Cummings.....	—	—, —, —	—, —, —	—
Parsons.....	4,338	Ebenezer A. Evans ¹	1	Nov. 11, 1907	July 1, 1913	1,200
Philadelphia.....	1,549,098	Martin G. Brumbaugh.....	1	June 1, 1906	Dec. 31, 1912	7,500
Phoenixville.....	10,743	Robert E. Laramy.....	3	May —, 1905	May —, 1914	2,000
Pittcairn.....	4,975	Arthur B. Benn ¹	1	June —, 1909	July 1, 1913	1,500
Pittsburgh.....	533,905	Sylvanus L. Hoeter.....	4	Jan. —, 1912	Jan. 1, 1916	9,000
Pittston.....	16,267	Francis S. McGuigan ¹	1	Aug. 1, 1912	Sept. 1, 1913	1,800
Plymouth.....	16,996	Sherman L. Smith ¹	1	Aug. —, 1908	May 31, 1911	1,600
Pottstown.....	15,599	William W. Rupert.....	3	June —, 1888	May —, 1914	1,600
Pottsville.....	20,236	Stephen A. Thurlow.....	3	July —, 1907	—, —, 1914	1,800
Punxsutawney.....	9,058	Frank S. Jackson.....	3	Dec. 3, 1906	May 31, 1914	1,900
Rankin.....	6,042	Rozell S. Penfield ¹	3	June —, 1911	June —, 1915	1,800
Reading.....	96,017	Charles S. Foos.....	3	June 1, 1902	June 1, 1914	4,000
Renovo.....	4,621	George A. Mincemoyer ¹	2	June —, 1908	June —, 1913	1,300
Ridgway.....	5,408	Walter M. Peirce.....	3	June —, 1907	June 30, 1914	2,250
Rochester.....	5,903	William S. Taft.....	3	July 1, 1910	—, —, 1914	1,800
St. Clairboro (Schuylkill Co.).....	6,455	Thomas G. Jones ¹	3	Sept. —, 1909	May 31, 1915	1,170
St. Marys.....	6,346	J. J. Lynch.....	1	June 1, 1902	June 30, 1913	1,800
Sayre.....	6,426	Lewis E. De Laney ¹	1	Dec. —, 1907	June —, 1913	1,600
Schuylkillboro (P. O., R. F. D., Phoenixville).....	4,747	Eli P. Heckert ¹	1	June —, 1906	June 1, 1913	1,200
Scottdale.....	5,456	—, —, —	—	—, —, —	—, —, —	—
Scranton.....	129,867	George Howell.....	3	June —, 1906	June —, 1914	5,000
Bewickley.....	4,479	George E. Mark ¹	1	Dec. 4, 1911	June 13, 1913	2,500
Shamokin.....	19,588	Joseph Howarth.....	3	Feb. 1, 1902	June 1, 1914	2,500
Sharon.....	15,270	Samuel H. Hadley.....	3	June 9, 1902	June —, 1914	2,300
Sharpsburg.....	8,153	Charles C. Kelso ¹	3	June —, 1912	June —, 1915	2,250
Shenandoah.....	25,774	J. W. Cooper.....	3	Apr. 5, 1897	May —, 1914	2,000
Slatington.....	4,454	James W. Snyder ¹	3	Dec. —, 1906	June —, 1914	1,500
South Bethlehem.....	19,973	Owen R. Wilt.....	3	—, —, 1886	do.....	1,800
South Fork.....	4,592	William C. Crawford ¹	1	June —, 1911	June —, 1913	900
South Sharon.....	10,190	Lemuel R. Eckles.....	3	June 1, 1906	July 1, 1914	2,100
Steelton.....	14,246	Lemuel E. McGinnis.....	3	June —, 1888	do.....	2,500
Stroudsburg.....	4,379	Will H. Ramsey ¹	1	—, —, 1887	July 1, 1913	1,350
Summit Hill.....	4,209	James F. Forrest ¹	3	Sept. —, 1909	June —, 1913	1,350
Sunbury.....	13,770	Ira C. M. Ellenberger.....	3	June 1, 1908	June 1, 1914	2,400
Swissvale.....	7,381	Edward Maguire ¹	1	June —, 1908	June 30, 1913	2,400
Swayersville boro (P. O., Maltby).....	5,396	—, —, —	—	—, —, —	—, —, —	—
Tamaqua.....	9,462	J. F. Derr.....	3	May 5, 1908	June —, 1914	1,500
Tarentum.....	7,414	Andrew D. Endaley.....	3	June —, 1905	do.....	2,400
Taylor.....	9,060	William S. Robinson.....	3	June 1, 1911	May 1, 1914	1,600
Throop.....	5,133	John J. O'Hara.....	3	May —, 1911	May —, 1914	1,500
Titusville.....	8,533	Henry Pease.....	3	Apr. —, 1897	May —, 1914	2,250
Towanda.....	4,281	Leon J. Russell ¹	1	Mar. 4, 1912	July 1, 1913	1,500
Turtle Creek.....	4,985	William A. Rodgers ¹	3	June 1, 1908	June 1, 1915	2,000
Tryone.....	7,176	Harry S. Fleck.....	3	June 1, 1908	May 31, 1914	1,800
Uniontown.....	13,344	Clifford J. Scott.....	3	July —, 1907	June —, 1914	3,000
Warren.....	11,080	Robert T. Adams.....	3	July —, 1909	July 1, 1914	2,250
Washington.....	18,778	Thomas G. McCleary.....	3	May 2, 1911	June —, 1914	2,800
Waynesboro.....	7,199	J. Haessler Reber.....	3	June —, 1899	do.....	1,800

¹ Supervising principal.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
PENNSYLVANIA— continued.						
West Berwick.....	5,512	Harlan R. Snyder ¹	3	—, 1901	May —, 1915	\$1,200
West Chester.....	11,767	Addison L. Jones.....	3	June 1, 1889	June —, 1914	2,500
West Hatleton.....	4,715	Ernest Encke ¹	1	—, 1907	June —, 1913	.....
West Pittston.....	6,848	Louis P. Bierly ¹	1	Sept. —, 1898	June —, 1912	2,000
Wilkes-Barre.....	67,105	James M. Coughlin.....	3	Aug. —, 1891	June —, 1914	4,500
Williamsburg.....	18,924	James L. Allison.....	3	Aug. —, 1902	July —, 1914	3,000
Williamsport.....	31,860	Charles Loe.....	3	June 1, 1894	June 1, 1914	2,500
Wilmerding.....	6,133	Charles W. Shaffer.....	3	July —, 1904	July —, 1913	1,800
Windber.....	8,013	Eden A. Hower ¹	1	June —, 1908	June 1, 1912	1,400
Winton.....	5,280	John J. Judge.....	.....	.....	.....	.....
York.....	44,750	Atrous Wanner.....	3	June 1, 1890	June 1, 1914	2,400
RHODE ISLAND.						
Bristol.....	8,565	John P. Reynolds.....	1	Sept. 1, 1884	Sept. 1, 1913	1,600
Burrillville.....	7,878	Joseph C. Sweeney.....	1	Sept. 1, 1910	June 30, 1913	1,500
Central Falls.....	22,754	Emerson L. Adams.....	1	Feb. 1, 1912	Feb. 1, 1913	1,500
Covenry.....	5,848	Henry M. Walradt.....	1	Aug. —, 1909	Aug. 31, 1913	1,800
Cranston.....	21,107	William C. Hobbs.....	1	Aug. 23, 1912	Jan. 1, 1913	1,900
Cumberland.....	10,107	William H. Winslow.....	.....	.....	.....	.....
East Providence.....	15,806	James R. D. Oldham.....	.....	.....	.....	.....
Johnston.....	5,935	Ira L. Nickerson.....	1	Apr. 1, 1912	Dec. 1, 1912	1,500
Lincoln.....	9,825	Carl Holman.....	1	Mar. 1, 1912	July 1, 1913	1,550
Newport.....	27,149	Herbert W. Lull.....	1	June —, 1900	Jan. —, 1913	3,000
North Kingstown.....	4,048	Frederick D. Blake.....	1	Nov. 4, 1905	Nov. 9, 1912	.....
North Providence.....	5,407	Frederic H. Lincoln.....	1	Dec. 1, 1911	Nov. 30, 1912	1,500
Pawtucket.....	51,622	Frank O. Draper.....	1	Mar. 1, 1906	Dec. 31, 1912	3,000
Providence.....	224,326	.....	.....	.....	.....	5,000
South Kingstown.....	5,176	William A. Brady.....	.....	.....	.....	.....
Warren.....	6,585	Leroy G. Staples.....	.....	.....	.....	.....
Warwick.....	26,629	Elwood T. Wyman.....	1	Nov. —, 1906	Nov. —, 1912	2,000
Westerly.....	8,696	William H. Holmes Jr.....	1	July 1, 1903	July 1, 1913	2,500
Woonsocket.....	38,125	Frank E. McFee.....	1	Dec. —, 1886	Dec. 31, 1912	2,000
SOUTH CAROLINA.						
Abbeville.....	4,459	Robert B. Cheatham.....	1	Apr. 23, 1912	July 1, 1913	.....
Anderson.....	9,654	Elliott C. McCants.....	.....	.....	.....	.....
Charleston.....	58,833	Andrew B. Rhett.....	4	Jan. —, 1912	Jan. —, 1916	2,500
Chester.....	4,764	Wm. H. McNairy.....	3	June —, 1906	Sept. —, 1915	1,500
Columbia.....	26,319	Ernest S. Dreher.....	1	—, 1896	Apr. —, 1913	2,000
Florence.....	7,057	Willfred L. Brooker.....	1	June —, 1910	June —, 1913	1,800
Gaffney.....	4,767	R. M. Ivins.....	1	—, 1911	May 20, 1913	1,400
Georgetown.....	5,530	Wm. C. Bynum.....	1	—, 1897	June 12, 1913	1,380
Greenville.....	15,741	E. L. Hughes.....	.....	.....	.....	.....
Greenwood.....	6,614	Wm. W. Nickels.....	.....	.....	.....	.....
Laurens.....	4,818	Barney L. Jones.....	.....	.....	.....	.....
Newberry.....	5,028	Henry L. Dean.....	.....	.....	.....	.....
Orangeburg.....	5,906	Albert J. Thackston.....	1	June —, 1897	June 30, 1913	1,800
Rock Hill.....	7,216	Lucoo Gunter.....	1	Apr. 14, 1911	.....do.....	2,050
Spartanburg.....	17,517	Frank Evans.....	1	June —, 1895	June 6, 1913	2,000
Sumter.....	8,109	Samuel H. Edmunds.....	1	—, 1885	July 1, 1913	2,400
Union.....	5,623	Davis Jeffries.....	1	—, 1897	May —, 1913	1,500
SOUTH DAKOTA.						
Aberdeen.....	10,753	Henry C. Johnson.....	3	Mar. 5, 1909	July 1, 1913	2,800
Huron.....	5,791	J. M. Martin.....	1	Mar. 12, 1912	June 13, 1913	1,800
Lead.....	8,392	Theodore J. Sam.....	2	Aug. 1, 1911	Aug. 1, 1913	2,500
Mitchell.....	6,515	John W. McClinton.....	1	Jan. 13, 1911	.....do.....	2,300
Sioux Falls.....	14,094	Archibald A. McDonald.....	1	Sept. —, 1907	Jan. 31, 1913	3,000
Watertown.....	7,010	Lester B. Parsons.....	1	Sept. 1, 1907	Sept. 1, 1913	2,000
TENNESSEE.						
Bristol.....	7,148	Percival S. Barnes.....	1	Sept. 11, 1911	May —, 1913	1,500
Chattanooga.....	44,604	Dewey A. Graves.....	3	June —, 1900	June —, 1913	2,500
Clarksville.....	8,548	Samuel L. Smith.....	3	July —, 1909	June 30, 1914	2,000
Cleveland.....	5,549	DeWitt C. Arnold.....	.....	.....	.....	.....
Columbia.....	5,764	R. L. Harris.....	.....	.....	.....	.....
Dyersburg.....	4,149	Clarence M. Walker.....	1	June 5, 1911	May —, 1913	1,350
Jackson.....	15,779	Robert Lee Bynum.....	2	—, 1912	July 31, 1914	2,100
Johnson City.....	8,502	Jas. L. Brooks.....	3	July —, 1910	June 30, 1914	1,800
Knoxville.....	36,346	Walter E. Miller.....	2	July 15, 1911	July 15, 1913	2,500

¹ Supervising principal.² Indefinite tenure.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
TENNESSEE—con.						
Memphis.....	131,105	Lloyd E. Wolfe.....	2	May —, 1911	June 1, 1913	\$3,000
Morristown.....	4,607	W. L. Wallace.....				
Murfreesboro.....	4,679					
Nashville.....	110,364	John J. Keyes.....	3	Aug. —, 1909	June —, 1913	3,000
Park City.....	5,126	John Riley Lowry.....	3	July —, 1907	—, 1913	1,900
Union City.....	4,399	Arthur C. Nute.....	3	July —, 1906	June —, 1914	1,800
TEXAS.						
Abilene.....	9,204	J. H. Burnett.....				
Amarillo.....	9,957	Samuel M. Byrd.....	2	June 10, 1910	June —, 1914	2,500
Austin.....	29,860	Arthur N. McCallum.....	2	July 1, 1903	June 30, 1913	2,750
Beaumont.....	20,640	Henry F. Triplett.....	2	July 15, 1903	July 15, 1914	3,000
Belton.....	4,164	Louis H. Hubbard.....	1	Feb. 26, 1910	June 5, 1911	
Big Spring.....	4,102	Jacob W. Dees.....	1	June 1, 1910	May 31, 1912	1,500
Bonham.....	4,844	Idris W. Evans.....	1	May —, 1901	June 30, 1912	2,200
Brenham.....	4,718	William D. Notley.....	1	July 1, 1911	July 1, 1913	2,000
Brownsville.....	10,517	J. C. Wright.....	1	May 31, 1910	Sept. —, 1912	1,500
Brownwood.....	6,967	Thomas Hervey Hart.....	1	July 25, 1912	Aug. 1, 1913	1,600
Bryan.....	4,132	William C. Lawson.....	1		Aug. 31, 1913	1,800
Cleburne.....	10,364	Robert G. Hall.....	1	Apr. 3, 1907	June 30, 1913	2,400
Corpus Christi.....	8,222	Chas. W. Crossley.....				
Corsicana.....	9,749	John E. Blair.....	1	Aug. 1, 1908	July —, 1912	2,200
Dallas.....	92,104	James A. Brooks.....	2	May 1, 1911	July 1, 1913	2,600
Denison.....	13,632	Frank Ben Hughes.....	1	Feb. 1, 1904	Feb. 1, 1913	2,200
Denton.....	4,732	John W. Beaty.....	1	Apr. 12, 1912	May 31, 1913	1,500
El Paso.....	39,279	Norman R. Crozier.....	2	Apr. 20, 1910	July 1, 1913	3,150
Ennis.....	5,669	J. D. Coghlan.....	2	Feb. —, 1909	May 15, 1914	2,000
Fort Worth.....	73,312	James Wm. Cantwell.....	2	May —, 1906	June —, 1913	3,000
Gainesville.....	7,624	John P. Glasgow.....	1	Feb. 25, 1910	May 31, 1913	2,100
Galveston.....	36,981	John W. Hopkins.....	1	July 1, 1896	June 30, 1912	3,600
Greenville.....	8,850	Louis Clyde Gee.....	1	June —, 1907	do.....	1,900
Hillsboro.....	6,115	Thomas D. Brooks.....	1	Oct. —, 1906	Aug. 31, 1913	2,000
Houston.....	78,800	Paul W. Horn.....	2	June —, 1904	June 12, 1914	4,000
Houston Heights.....	6,984	L. W. Greathouse.....	1	July 1, 1911	June 24, 1913	1,900
Laredo.....	14,855	L. J. Christen.....				
Longview.....	5,155	Samuel J. Blocker.....	5	May 1, 1908	—, 1913	1,800
McKinney.....	4,714	John H. Hill.....	1	—, 1904	June 1, 1913	1,500
Marshall.....	11,452	Bruce B. Cobb.....	1	June 1, 1910	May 31, 1914	2,200
Orange.....	5,627	James E. Binkley.....	2	Sept. 1, 1909	Aug. 31, 1913	1,900
Palestine.....	10,482	Walker King.....	1	Sept. —, 1905	June 15, 1913	2,100
Paris.....	11,269	Judge G. Wooten.....	2	May —, 1893	Sept. —, 1913	2,500
Port Arthur.....	7,663	J. H. Bright.....	2	June 1, 1908	June 1, 1913	2,000
San Angelo.....	10,321	Felix E. Smith.....	2	Aug. —, 1905	Apr. —, 1914	2,350
San Antonio.....	96,614	Charles J. Lukin.....	2	July 1, 1908	June 30, 1913	3,600
San Marcos.....	4,071	George M. Sims.....	1	June 1, 1908	July 31, 1913	1,700
Sherman.....	12,412	Jay C. Pyle.....	1	June 1, 1907	May 31, 1913	2,300
Sulphur Springs.....	5,151	Foster V. Garrison.....	1	June 26, 1906	Aug. 31, 1913	1,500
Sweetwater.....	4,176	Medicus B. Johnson.....	2	June 25, 1906	June 1, 1913	1,700
Taylor.....	5,314	John F. O'Shea.....	2	June 1, 1908	May 31, 1913	1,900
Temple.....	10,993	Justin F. Kimball.....	2	May —, 1900	Aug. 1, 1914	2,500
Terrell.....	7,050	Starlin M. N. Marrs.....	1	July 1, 1893	June 30, 1912	1,800
Texarkana.....	9,790	Oscar Lee Dunaway.....	1	May 28, 1911	Aug. 1, 1913	2,400
Tyler.....	10,490	W. T. Adams.....				
Waco.....	26,425	J. C. Lattimore.....	2	June —, 1899	June 30, 1914	3,000
Waxahachie.....	6,205	G. B. Winn.....	1	May —, 1910	Sept. 1, 1912	1,700
Weatherford.....	5,074	Thomas W. Stanley.....	2	Oct. —, 1904	May 31, 1913	1,600
Wichita Falls.....	8,200	George H. Carpenter.....	2	July 19, 1912	Aug. 1, 1914	2,400
Yoakum.....	4,657	Charles A. Peterson.....	2	Sept. —, 1905	Sept. —, 1914	1,600
UTAH.						
Logan.....	7,522	Alma Molyneux.....		June 20, 1907		
Murray.....	4,057	C. E. Gaulin.....	2	June 6, 1912	July 1, 1914	2,000
Ogden.....	25,580	John M. Mills.....		Aug. 1, 1909		
Provo.....	8,925	Lars E. Eggertsen.....	2	July 1, 1910	June 30, 1914	1,800
Salt Lake City.....	92,777	David H. Christensen.....	2	July 1, 1901	do.....	4,800
VERMONT.						
Barre.....	10,734	Edward M. Roscoe.....	1	Feb. 27, 1912	June 30, 1913	2,000
Bellows Falls.....	4,883	Orvis K. Collins.....	1	July —, 1910	do.....	1,500
Bennington.....	8,098	Albert W. Varney.....	1	June —, 1903	do.....	2,000
Battleboro.....	7,541	Florence M. Wellman.....	1	Sept. —, 1907	June 18, 1913	1,600
Burlington.....	20,468	Henry O. Wheeler.....	1	Apr —, 1880	Apr. —, 1911	2,200

1 Supervisor of grades.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
VERMONT—contd.						
Montpelier.....	7,856	Sherburn C. Hutchinson	1	Apr. 1, 1911	June 30, 1913	\$2,500
Rutland.....	13,546	David B. Locke	1	—, 1906	June 30, 1913	2,100
St. Albans.....	6,381	George S. Wright	1	Aug. —, 1910	do.....	1,900
St. Johnsbury.....	8,098	Corwin F. Palmer	1	May —, 1908	do.....	2,000
Springfield.....	4,784	Herbert D. Casey	1	Apr. 2, 1912	June —, 1913	1,600
VIRGINIA.						
Alexandria.....	15,329	William H. Sweeney	4	July 1, 1909	July 1, 1913	1,200
Bristol.....	6,247	Saml. R. McChesney	4	—, 1905	—, 1913	1,640
Charlottesville.....	6,765	James G. Johnson	4	June —, 1909	July 1, 1913	1,500
Clifton Forge.....	5,748	James G. Pressly ¹	1	June 1, 1911	May 30, 1913	1,400
Covington.....	4,234	J. G. Jeter	—	—	—	—
Danville.....	19,020	Ford H. Wheatley	4	Sept. 17, 1908	July 1, 1913	2,075
Fredericksburg.....	5,874	Hugh S. Bird	—	—	—	—
Hampton.....	5,505	John M. Willis	—	—	—	—
Harrisonburg.....	4,879	Wm. H. Keisler ¹	1	Sept. 1, 1894	June 1, 1913	2,000
Lynchburg.....	29,494	Edward C. Glass	4	Jan. —, 1879	June 30, 1913	2,725
Newport News.....	20,205	Willis A. Jenkins	4	July 1, 1909	July 1, 1913	2,000
Norfolk.....	67,452	Richard A. Dobie	4	Jan. —, 1896	July —, 1913	2,830
Petersburg.....	24,127	Robert R. Jones	4	Mar. —, 1908	June 30, 1913	2,000
Portsmouth.....	33,190	Harry A. Hunt	4	July 1, 1909	do.....	2,000
Pulaski.....	4,807	Elmer J. Cooley ¹	1	—	May 25, 1913	1,200
Radford.....	4,202	J. P. Whitt	2	July 1, 1911	July 1, 1913	1,200
Richmond.....	127,628	J. A. C. Chandler	4	July 1, 1909	June 30, 1913	3,822
Rosnoke.....	34,874	Harris Hart	4	May —, 1893	do.....	2,500
Staunton.....	10,604	John P. Neff	4	June —, 1909	do.....	2,000
Suffolk.....	7,008	Lee Britt	—	—	—	—
Winchester.....	5,864	Maurice M. Lynch	4	Apr. —, 1886	June 30, 1913	975
WASHINGTON.						
Aberdeen.....	13,660	Arthur Wilson	1	July —, 1908	June 30, 1912	2,400
Anacortes.....	4,168	Frank C. Popham	1	Sept. —, 1910	June —, 1913	1,800
Bellingham.....	24,298	Elmer L. Cave	3	July 1, 1909	June 30, 1913	3,000
Centralia.....	7,311	Roy B. Kellogg	1	June 1, 1907	do.....	2,000
Chehalis.....	4,507	Edmund T. Duffield	2	July 1, 1910	June 30, 1914	2,500
Ellensburg.....	4,209	Edward J. Klemme	1	Aug. 3, 1912	Sept. 1, 1913	2,200
Everett.....	24,814	Charles R. Frazier	3	July —, 1910	June —, 1915	3,600
Hoquiam.....	8,171	E. L. McDonnell	1	July 1, 1911	July 1, 1913	2,000
North Yakima.....	14,082	Wellington D. Sterling	1	June —, 1911	Aug. 1, 1913	2,700
Olympia.....	6,996	Chauncey E. Beach	2	July 1, 1909	June 30, 1914	2,200
Port Townsend.....	4,181	A. N. French	1	Sept. 3, 1911	June 15, 1913	1,700
Puyallup.....	4,544	Edmund B. Walker	1	Aug. 1, 1908	Aug. 1, 1913	1,800
Seattle.....	237,194	Frank B. Cooper	3	—, 1901	—, 1915	7,500
Spokane.....	104,402	Bruce M. Watson	2	Mar. 20, 1908	July 1, 1913	4,000
Tacoma.....	83,743	William F. Geiger	3	Jan. 1, 1912	June 30, 1915	* 4,000
Vancouver.....	9,300	Charles W. Shumway	1	June —, 1895	June 30, 1913	2,160
Walla Walla.....	19,364	Walter M. Kern	2	July —, 1912	July —, 1914	2,500
Wenatchee.....	4,050	Alfred L. Brown	2	Sept. 1, 1906	June —, 1914	2,250
WEST VIRGINIA.						
Benwood.....	4,976	H. L. Pedicord	—	—	—	—
Bluefield.....	11,188	H. E. Cooper	1	July 3, 1911	June 30, 1913	1,800
Charleston.....	22,996	George S. Laidley	2	—, 1878	July 1, 1913	3,000
Clarksburg.....	9,201	Frank Lee Burdette	1	Sept. —, 1897	June 30, 1913	2,000
Elkins.....	5,200	Otis Guy Wilson	1	Sept. —, 1908	July 1, 1913	1,800
Fairmont.....	9,711	Joseph Rosier	1	July —, 1900	June 30, 1913	2,500
Grafton.....	7,563	M. M. Brooks	1	May —, 1911	May —, 1913	1,800
Huntington.....	31,161	Wilson M. Fouk	1	June —, 1905	June 30, 1913	2,500
Martinsburg.....	10,698	William C. Morton	2	July 1, 1909	July 1, 1914	1,650
Morgantown.....	9,150	George M. Evans	1	July —, 1908	June 30, 1913	2,100
Moundsville.....	8,918	George E. Hubbs	1	July 1, 1909	do.....	1,500
Parkersburg.....	17,842	Ira B. Bush	2	July 10, 1910	June 30, 1914	2,500
Wellsburg.....	4,189	Forest B. Bryant	2	July 1, 1910	do.....	2,000
Wheeling.....	41,641	Hervey B. Work	2	Oct. 20, 1904	July —, 1913	2,625
WISCONSIN.						
Antigo.....	7,196	Roy A. Brandt	1	May 6, 1912	July 1, 1913	1,900
Appleton.....	16,773	Carrie E. Morgan	3	July 1, 1894	June 30, 1915	1,200
Ashland.....	11,594	J. F. Winslow	—	—	—	—
Baraboo.....	6,324	A. C. Kingsford	1	June —, 1912	June 30, 1913	2,000
Beaver Dam.....	6,758	Lester R. Creutz	1	Aug. —, 1910	July 1, 1913	1,800

¹ Supervising principal.² Second year, \$4,500; third year, \$5,000.

IV.—SUPERINTENDENTS IN CITIES AND TOWNS OF 4,000 POPULATION AND OVER—Continued.

City.	Population, census of 1910.	Superintendent.	Term of office in years.	Date of original ap- pointment.	Expiration of present term.	Salary per annum.
WISCONSIN—con.						
Beloit.....	15,125	Frank E. Converse.....	1	Aug. —, 1897	Aug. 1, 1913	\$2,500
Berlin.....	4,636	William T. Anderson.....	1	May 5, 1909	June 30, 1913	1,750
Chippewa Falls.....	8,893	Charles J. Brewer.....	1	Dec. 1, 1911	do.....	2,400
De Pere:						
East side.....	4,477	John F. Hogan.....	1	Apr. —, 1912	June —, 1913	1,200
West side.....		Harley W. Lyon.....	1	May —, 1911	June —, 1912	1,350
Eau Claire.....	18,310	W. H. Schulz.....	1	Aug. 1, 1906	July 1, 1913	2,500
Fond du Lac.....	18,797	Guy D. Smith.....	3	July 1, 1910	June 30, 1914	2,800
Grand Rapids.....	6,521	Charles Wm. Schwede.....	1	July —, 1909	June 30, 1913	2,100
Green Bay.....	25,236	A. W. Burton.....	3	—, 1900	Aug. —, 1915	2,600
Janesville.....	13,894	Harry C. Buell.....	1	July 1, 1901	June 30, 1913	2,800
Kaukauna.....	4,717	Leslie P. Bunker.....	1	May —, 1908	Aug. 15, 1913	1,700
Kenosha.....	21,371	Mary D. Bradford.....	3	May —, 1910	June 13, 1913	2,800
La Crosse.....	30,417	Louis Paul Beneset.....	1	July 1, 1910	June 30, 1913	3,000
Madison.....	25,531	Richard B. Dudgeon.....	1	Aug. —, 1891	do.....	2,500
Manitowoc.....	13,027	P. J. Zimmers.....	3	Apr. —, 1910	July —, 1914	2,700
Marinette.....	14,010	George H. Landgraf.....	3	July 1, 1903	June 30, 1913	2,700
Marshfield.....	5,783	Carl W. Otto.....	1	Apr. —, 1910	June 15, 1913	1,850
Menasha.....	6,081	John Callahan.....	1	July 1, 1901	June 30, 1913	2,400
Menominee.....	5,036	Fred Thomson.....	1	July 1, 1911	do.....	2,000
Merrill.....	8,089	William Milne.....	1	July 1, 1910	July 1, 1913	1,700
Milwaukee.....	373,357	Carroll G. Pearce.....	3	Mar. —, 1904	June 30, 1913	6,000
Monroe.....	4,410	George B. Haverson.....	3	Aug. —, 1903	June 30, 1915	1,200
Neenah.....	5,734	Edward M. Beeman.....	1	Apr. 20, 1912	July —, 1913	1,300
Oconto.....	5,629	George M. Snodgrass.....	1	June 30, 1905	June 30, 1913	2,700
Oshkosh.....	33,062	Matthew N. MacIver.....	1	June —, 1909	June —, 1913	1,800
Platteville.....	4,452	Charles E. Slothower.....	1	—, 1875	Aug. 30, 1913	1,700
Portage.....	5,440	W. G. Clough.....	3	Aug. 1, 1904	Aug. 1, 1914	2,500
Racine.....	38,002	Burton E. Nelson.....	1	Apr. —, 1912	June 1, 1913	2,000
Rhineland.....	5,637	Willis P. Colburn.....	1	Apr. 1, 1899	Apr. 15, 1913	2,500
Sheboygan.....	26,398	Henry F. Leverenz.....	3	Sept. 1, 1909	—, 1914	1,800
South Milwaukee.....	6,092	Frederick Wm. Hein.....	1	May —, 1911	June —, 1913	1,900
Stevens Point.....	8,692	Junius E. Roberts.....	3	June —, 1906	June 30, 1915	2,100
Stoughton.....	4,781	George O. Banting.....	1	May —, 1911	June —, 1913	1,800
Sturgeon Bay.....	4,262	Rudolph Soukup.....	3	July —, 1905	July 1, 1915	3,000
Superior.....	40,384	William Eli Maddock.....	1	July 1, 1907	June 30, 1913	2,100
Two Rivers.....	4,850	Wm. J. Hamilton.....	3	June —, 1906	June —, 1914	2,250
Watertown.....	8,829	Thomas J. Berto.....	1	July 1, 1905	June 30, 1913	2,750
Waukesha.....	8,740	Guy Fred Loomis.....	3	July —, 1907	July —, 1914	2,000
Wausau.....	16,560	Silas B. Tobey.....	1	—, 1906	May —, 1913	1,800
West Allis.....	6,645	Thomas J. Jones.....	1	Aug. 1, 1908	Aug. 1, 1913	2,500
WYOMING.						
Cheyenne.....	11,320	Ira Basil Fee.....	1	July 26, 1912	July 31, 1913	2,400
Laramie.....	8,237	William M. Sinclair.....	1	Aug. 12, 1912	Sept. 1, 1913	2,000
Rawlins.....	4,256	M. E. Shuck.....	1	—, 1906	May —, 1913	1,800
Rock Springs.....	5,778	Oscar J. Blaksley.....	1	Aug. 1, 1908	Aug. 1, 1913	2,500
Sheridan.....	8,408	John J. Early.....	1	—, 1906	—, 1913	1,800

* Second year, \$2,400; third year, \$2,500.

* \$3,000 in 1913-14.

V.—COUNTY SUPERINTENDENTS.¹

County.	Superintendent.	County.	Superintendent.
ALABAMA.		ALABAMA—contd.	
Autauga.....	J. F. Posey, Prattville.	Clarke.....	T. L. Head, Jr., Grove Hill.
Baldwin.....	J. S. Lambert, Bay Minette.	Clay.....	Lycurgus Leitwich, Ashland.
Barbour.....	J. T. Searcy, Clayton.	Cleburne.....	E. R. Carlson, Frutthurst.
Bibb.....	A. W. Hayes, Woodstock.	Coffee.....	C. H. Byrd, Enterprise.
Blount.....	Sam Ingram, Oneonta.	Colbert.....	J. W. Johnson, Sheffield.
Bullock.....	George R. Hall, James.	Conecuh.....	G. M. Harper, Herbert.
Butler.....	C. H. Lewis, Greenville.	Coosa.....	Jef Sox, Rockford, R. F. D.
Calhoun.....	H. T. Persons, Anniston.	No. 2.	
Chambers.....	W. T. Hollingsworth, Lafayette.	Covington.....	W. O. Boseman, Andalusia.
Cherokee.....	John H. Blair, Center.	Crenshaw.....	C. K. Sharp, Luverna.
Chilton.....	J. W. Moore, Clanton.	Cullman.....	Wm. M. Wood, Cullman.
Choctaw.....	W. J. Dansby, Silas.	Dale.....	W. M. Head, Ozark.
		Dallas.....	D. M. Callaway, Selma.

¹ The following States have no county superintendents: Connecticut, Maine, Massachusetts, New Hampshire, Ohio, Rhode Island, and Vermont.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
ALABAMA—contd.		ARKANSAS—contd.	
Dekalb	J. Valdor Curtis, Fort Payne.	Chicot	Wm. Kirtan, Lake Village.
Elmore	G. H. Howard, Wetumpka.	Clark	B. F. Condray, Arkadelphia.
Escambia	J. B. O'Bannon, Brewton.	Clay	W. G. Barker, Corning.
Etowah	J. E. Williams, Gadsden.	Clay	J. K. Browning, Piggt.
Fayette	J. Alexander Smith, Fayette.	Cleburne	T. M. Norwood, Quitman.
Franklin	T. H. Roberson, Russellville.	Cleveland	B. Y. Searcy, Rison.
Geneva	J. W. Steely, Hartford.	Columbia	J. D. Nash, Waldo.
Greene	W. P. Archibald, Knoxville.	Conway	T. L. Haynes, Morrilton.
Hale	J. A. Ellerbe, Greensboro.	Craighead	E. B. Barrett, Jonesboro.
Henry	E. C. Glover, Abbeville.	Crawford	T. F. Wasson (supt.), Van Buren.
Houston	J. B. Dell, Dothan.	Crittenden	T. P. Johnson, Earle.
Jackson	C. S. Brewton, Scottsboro.	Cross	R. L. Block, Wynne.
Jefferson	I. W. McDory, Birmingham.	Dallas	H. O. Thweatt, Sparkman.
Lamar	B. H. Wilkerson, Vernon.	Desha	J. H. Wallace, McGehee.
Lauderdale	H. L. Reeder, Florence.	Drew	W. C. Crace, Monticello.
Lawrence	M. H. Craig, Moulton.	Faulkner	J. M. C. Vaughtier, Conway.
Lee	J. A. Albright, Opelika.	Franklin	J. D. Benson, Oak.
Limestone	W. H. McClellan, Athens.	Franklin	M. V. Waterfield, Charleston.
Lowndes	H. R. Williams, Hayneville.	Fulton	R. L. White, Salem.
Macon	G. S. Rogers, Tuskegee.	Garland	D. A. Crockett (supt.), Hot Springs.
Madison	S. R. Butler, Huntsville.	Grant	Ed. F. McDonald, Leola.
Marengo	B. F. Gilder, Linden.	Greene	Geo. H. Rogers, Paragould.
Marion	D. W. Howlan, Hamilton.	Hempstead	H. Harris, Patmos.
Marshall	R. Lee Barnes, Albertville.	Hot Spring	W. D. Leiper, Malvern.
Mobile	R. F. D. No. 5.	Howard	R. H. Kolb, Nashville.
Monroe	S. S. Murphy, Mobile.	Independence	Sidney Pickens, Batesville.
Montgomery	J. A. Barnes, Jones Mills.	Izard	T. H. Linn, Melbourne.
Morgan	G. W. Covington, Montgomery.	Jackson	W. M. Shaver (supt.), Tuckerman.
Perry	P. A. Oden, Somerville.	Jefferson	A. W. Lowe, Pine Bluff.
Pickens	Chas. C. Johnson, Marion.	Johnson	J. W. Sallis, Clarksville.
Pike	W. H. Storey, Carrollton.	Lafayette	J. F. Bright, Lewisville.
Randolph	Chas. F. White, Troy.	Lawrence	E. E. Hulen, Imboden.
Russell	J. N. Word, Wedowee.	Lee	T. A. Futrall (supt.), Marianna.
Shelby	F. M. de Graffenried, Seale.	Lincoln	W. A. Fish, Star City.
St. Clair	J. O. Dorrough, Columbiana.	Little River	L. E. Quinn, Ashdown.
Sumter	B. F. Hammond, Ashville.	Logan	H. W. Irby, Blue Mountain.
Talladega	R. B. Callaway, Livingston.	Logan	D. E. Johnson, Paris.
Tallapoosa	M. T. Linder, Talladega.	Lonoke	E. R. Robinson, Lonoke.
Tuscaloosa	J. P. Oliver, Dadeville.	Madison	T. C. Wiggins, Huntsville.
Walker	Perry B. Hughes, Tuscaloosa.	Marion	O. J. Carson, Yellville.
Washington	T. J. Lamar, Jasper.	Miller	John Winham (supt.), Texarkana.
Wilcox	R. E. Blunt, Sunflower.	Mississippi	J. D. Swift (supt.), Blytheville.
Winston	Will M. Cook, Camden.	Monroe	David Bowen, Brinkley.
	Jas. S. Vanderford, Double Springs.	Montgomery	Ernest Berry, Mount Ida.
ARIZONA.		Nevada	R. D. Martin, Emmet.
Apache	Gilbert E. Greer, St. Johns.	Newton	J. T. Greenhaw, Mount Judea.
Cochise	H. H. Hotchkiss, Tombstone.	Ouachita	J. J. Tibbitts, Eagle Mills.
Coconino	N. G. Layton, Flagstaff.	Perry	W. B. Loudermilk, Adona.
Gila	T. P. Howard, Globe.	Phillips	W. G. Dinning, Helena.
Graham	J. A. Woods, Thatcher.	Pike	J. H. Webb, Delight.
Greenlee	J. W. Aker, Duncan.	Poinsett	H. B. Thorn (supt.), Harrisburg.
Maricopa	J. A. Riggins, Phoenix.	Polk	W. T. Adams, Mens.
Mohave	Chas. Metcalfe, Kingman.	Pope	E. H. Shinn, Russellville.
Navajo	R. C. Smith, Holbrook.	Prairie	T. C. Griffin, Hickory Plains.
Pima	W. M. Pryce, Tucson.	Pulaski	R. H. Farham, Little Rock (1301 Welch Street).
Pinal	E. B. Devine, Florence.	Randolph	E. W. Thompson, Pocahtontas.
Santa Cruz	H. R. Renshaw, Nogales.	Saline	W. J. Canaday, Benton.
Yavapai	W. Curtis Miller, Prescott.	Scott	C. Henderson, Waldron.
Yuma	John M. Hess, Yuma.	Searcy	J. M. McCall, Leslie.
ARKANSAS. 1		Sebastian	J. B. Williamson (supt.), Greenwood.
Arkansas	L. K. Menard, De Witt.	Sevier	G. A. Sullards, De Queen.
Ashley	D. C. Hastings, Crossett.	Sharp	O. C. Shaver, Evening Shade.
Baxter	Joe George, Mountain Home.	Sharp	Marvin Stephens, Ash Flat.
Benton	W. D. Jeter, Bentonville.		
Boone	J. O. Curnutt, Bellefonte.		
Bradley	B. L. Herring, Warren.		
Calhoun	J. L. Harris, Hampton.		
Carroll	C. S. Barnett, Eureka Springs.		
Carroll	R. C. Gibson, Berryville.		

¹ Superintendents and county examiners.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
ARKANSAS—contd.		CALIFORNIA—contd.	
St. Francis.....	J. M. Wilson, Caldwell.	Tuolumne.....	G. P. Morgan, Columbia.
Stone.....	Hugh Williamson, Mountain View.	Ventura.....	Jas. E. Reynolds, Ventura.
Union.....	A. D. Murphy, Mount Holly.	Yolo.....	Mrs. J. A. Henahall, Woodland.
Van Buren.....	J. N. O'Neal, Copeland.	Yuba.....	Wm. P. Cramsie, Marysville.
Washington.....	W. F. Buck, West Fork.		
White.....	J. F. Boggs, Pangburn.	COLORADO.	
Woodruff.....	A. L. Hutchins, Augusta.	Adams.....	Mrs. M. I. Decatur, Brighton.
Yell.....	D. F. Montgomery, Danville.	Arapahoe.....	Mrs. M. F. Eddy, Littleton.
		Archuleta.....	Mrs. M. M. Mote, Pagosa Springs.
Yell.....	H. C. Scott, Dardanelle.	Baca.....	R. M. Anderson, Springfield.
Woodruff.....	J. W. Simmons, Cotton Plant.	Bent.....	Miss B. E. Miter, Las Animas.
		Boulder.....	J. H. Shriver, Boulder.
CALIFORNIA.		Chaffee.....	H. L. McGinnis, Buena Vista.
Alameda.....	Geo. W. Frick, Oakland.	Cheyenne.....	Mrs. E. M. Johnstone, Cheyenne Wells.
Alpine.....	Mrs. E. A. Grover, Markleeville.	Clear Creek.....	Mrs. Ella R. Adams, Georgetown.
Amador.....	W. H. Greenhalgh, Jackson.	Conejos.....	Fred T. Christensen, Sanford.
Butte.....	Mrs. Minnie Abrams, Oroville.		
Calaveras.....	Frank Wells, San Andreas.	Costilla.....	Miss Mae McCormick, San Luis.
Colusa.....	Mrs. F. M. Rhodes, Colusa.	Crowley.....	E. N. Freeman, Ordway.
Contra Costa.....	W. H. Hanlon, Martinez.	Custer.....	Asa P. Dickson, Westcliffe.
Del Norte.....	Jos. M. Hamilton, Crescent City.	Delta.....	Miss Bel McMichael, Delta.
El Dorado.....	S. B. Wilson, Placerville.	Denver.....	Mrs. M. C. C. Bradford, Denver.
Fresno.....	E. W. Lindsay, Fresno.	Dolores.....	Mrs. Abi Q. Maas, Rico.
Glenn.....	S. M. Chaney, Willows.	Douglas.....	C. A. Bent, Castle Rock.
Humboldt.....	G. Underwood, Eureka.	Eagle.....	J. H. Trosendy, Gypsum.
Imperial.....	L. E. Cooley, El Centro.	Elbert.....	Mrs. C. M. Kaim, Kiowa.
Inyo.....	Mrs. M. A. Clarke, Bishop.	El Paso.....	Mrs. I. J. Lewis, Colorado Springs.
Kern.....	R. L. Stockton, Bakersfield.		
Kings.....	Mrs. N. E. Davidson, Hanford.	Fremont.....	Miss Mabel Curran, Canon City.
Lake.....	Hettie Irwin, Lakeport.	Garfield.....	Mrs. T. Westerman, Glenwood Springs.
Lassen.....	W. B. Phillips, Susanville.	Glipin.....	Mrs. I. F. Mabee, Central City.
Los Angeles.....	W. B. Keppel, Los Angeles.	Grand.....	Mrs. F. L. DeBerard, Granby.
Madera.....	Craig Cunningham, Madera.	Gunnison.....	Miss S. B. Easterly, Gunnison.
Marin.....	Jas. B. Davidson, San Rafael.	Hinsdale.....	Mrs. Sarah A. Hunt, Lake City.
Mariposa.....	J. L. Dexter, Hornitos.	Huerfano.....	Dr. C. D. Leasher, Walsenburg.
Mendocino.....	L. W. Babcock, Ukiah.	Jackson.....	Miss Nellie R. Aftolder, Walden.
Merced.....	Margaret Sheehy, Merced.	Jefferson.....	Miss E. Hemberger, Golden.
Modoc.....	Mrs. N. B. Harris, Alturas.	Kiowa.....	Miss M. E. Corbet, Eads.
Mono.....	Mrs. C. E. Hays Dolan, Bridgeport.	Kit Carson.....	Miss J. L. Tressel, Burlington.
Monterey.....	A. J. Hennessy, Salinas.	Lake.....	Mrs. Ollie I. Vivian, Leadville.
Napa.....	Margaret M. Melvin, Napa.	La Plata.....	Mrs. R. C. Pulford, Durango.
Nevada.....	R. J. Fitzgerald, Nevada City.	Larimer.....	Miss Pearl L. Moore, Fort Collins.
Orange.....	R. P. Mitchell, Santa Ana.	Las Animas.....	J. M. Madrid, Trinidad.
Placer.....	Preston W. Smith, Auburn.	Lincoln.....	H. V. Matthews, Hugo.
Plumas.....	Mrs. M. A. Hall, Quincy.	Logan.....	Miss Anna Wake, Sterling.
Riverside.....	Raymond Cree, Riverside.	Mesa.....	C. G. Sargent, Grand Junction.
Sacramento.....	Mrs. Minnie O'Neil, Sacramento.	Mineral.....	Miss Z. C. Daugherty, Creede.
San Benito.....	W. J. Cagney, Hollister.	Moffat.....	G. L. Bushyager, Craig.
San Bernardino.....	A. S. McPherron, San Bernardino.	Montezuma.....	Mrs. H. Durward, Cortez.
San Diego.....	H. J. Baldwin, San Diego.	Montrose.....	Miss Mary Abernethy, Montrose.
San Francisco.....	A. Roncovieri, San Francisco.	Morgan.....	Mrs. H. M. Simpson, Fort Morgan.
San Joaquin.....	J. W. Anderson, Stockton.	Otero.....	S. S. Phillips, La Junta.
San Luis Obispo.....	W. S. Wight, San Luis Obispo.	Ouray.....	Miss E. McIntosh, Ouray.
		Park.....	Miss I. R. Geddes, Jefferson.
San Mateo.....	R. W. Cloud, Redwood City.	Phillips.....	Charles R. Peter, Holyoke.
Santa Barbara.....	Mamie V. Lehner, Santa Barbara.	Pitkin.....	Miss A. B. Canning, Aspen.
Santa Clara.....	D. T. Bateman, San Jose.	Prowers.....	Mrs. N. R. Reed, Lamar.
Santa Cruz.....	C. S. Price, Santa Cruz.	Pueblo.....	Miss N. Corkish, Pueblo.
Shasta.....	Luin E. White, Redding.		
Sierra.....	Belle Alexander, Downieville.	Rio Blanco.....	Mrs. S. D. Lyttle, Meeker.
Siskiyou.....	Willis H. Parker, Yreka.	Rio Grande.....	Chas. E. Hart, Monte Vista.
Solano.....	D. H. White, Fairfield.	Routt.....	George W. Smith, Hayden.
Sonoma.....	Florence M. Barnes, Santa Rosa.	Saguache.....	J. C. Freddie, Saguache.
Stanislaus.....	Florence Boggs, Modesto.		
Sutter.....	H. W. Helken, Yuba City.		
Tehama.....	Delia D. Fish, Red Bluff.		
Trinity.....	Mrs. M. Aldrich, Weaver ville.		
Tulare.....	J. E. Buckman, Visalia.		

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
COLORADO—contd.		GEORGIA.	
San Juan.....	Mrs. J. M. Harwood, Silverton.	Appling.....	H. J. Parker, Baxley.
San Miguel.....	Miss E. Welch, Telluride.	Baker.....	J. H. Hall, Newton.
Sedgwick.....	Mrs. Ella W. Babcock, Julesburg.	Baldwin.....	N. H. Bullard, Milledgeville.
Summit.....	Miss Lily Guyelman, Breckenridge.	Banks.....	J. T. Wise, Baldwin.
Teller.....	Miss M. V. Donahue, Cripple Creek.	Bartow.....	Henry Milam, Cartersville.
Washington.....	Mrs. Mary P. Fischer, Akron.	Ben Hill.....	R. J. Prentiss, Fitzgerald.
Weld.....	W. C. Thomas, Greeley.	Berrien.....	W. G. Avera, Nashville.
Yuma.....	Miss Clara V. Tegner, Wray.	Bibb.....	C. H. Bruce, Macon.
DELAWARE.		Brooks.....	John F. McCall, Quitman.
Kent.....	James E. Carroll, Dover.	Bryan.....	Edward Benton, Letford.
Newcastle.....	A. R. Spald, Wilmington.	Bulloch.....	B. R. Olliff, Statesboro.
Sussex.....	Ernest J. Hardesty, Georgetown.	Burke.....	E. B. Gresham, Waynesboro.
FLORIDA.		Butts.....	C. S. Maddox, Jackson.
Alachua.....	J. L. Kelley, Gainesville.	Calhoun.....	B. W. Fortson, Arlington.
Baker.....	W. R. Simmons, Maccleddy.	Camden.....	T. E. Casey, St. Marys.
Bradford.....	J. C. Poppell, Starke.	Campbell.....	W. H. McLarin, Fairburn.
Brevard.....	J. R. Walker, Titusville.	Carroll.....	E. T. Steed, Carrollton.
Calhoun.....	P. F. Fisher, Frink.	Catoosa.....	Ansel M. Bandy, Ringgold.
Citrus.....	R. L. Turner, Inverness.	Chariton.....	L. E. Mallard, Folkston.
Clay.....	W. H. Biggs, Green Cove Springs.	Chatham.....	Otis Ashmore, Savannah.
Columbia.....	J. W. Burns, Lake City.	Chattahoochee.....	C. N. Howard, Cusseta.
Dade.....	R. E. Hall, Miami.	Chattooga.....	S. E. Jones, Summerville.
DeSoto.....	W. B. Hare, Arcadia.	Cherokee.....	T. A. Doss, Canton.
Duval.....	J. O. Palmer, Jacksonville.	Clarke.....	T. H. Dosier, Athens.
Escambia.....	N. B. Cook, Pensacola.	Clay.....	E. R. King, Fort Gaines.
Franklin.....	A. A. Core, Apalachicola.	Clayton.....	J. H. Huie, Forest Park.
Gadsden.....	J. R. Key, Quincy.	Clinch.....	F. C. Dame, Homerville.
Hamilton.....	J. A. Jackson, Jasper.	Cobb.....	Bernard Awtry, Marietta.
Hernando.....	W. A. Thaxton, Brooksville.	Coffee.....	J. H. Williams, Douglas.
Hillsborough.....	L. W. Buchholz, Tampa.	Colquitt.....	Lee S. Dismuke, Moultrie.
Holmes.....	C. A. Fulford, Bonifay.	Columbia.....	J. L. Weeks, Grovetown.
Jackson.....	C. C. Gunn, Marianna.	Coweta.....	J. E. Pendergrast, Newnan.
Jefferson.....	B. J. Hamrick, Monticello.	Crawford.....	J. N. Andrews, Roberta.
Lafayette.....	W. R. Fletcher, Mayo.	Crisp.....	J. W. Bivins, Cordele.
Lake.....	W. T. Kennedy, Umatilla.	Dade.....	G. A. R. Bible, Rising Fawn.
Lee.....	D. W. Sumner, Fort Myers.	Dawson.....	R. F. D. 2.
Leon.....	Edw. B. Eppes, Tallahassee.	Decatur.....	E. L. Fowler, Dawsonville.
Levy.....	Tom W. Price, Bronson.	De Kalb.....	J. S. Bradwell, Bainbridge.
Liberty.....	J. E. Roberts, Bristol.	Dodge.....	R. E. Carroll, Decatur.
Madison.....	G. W. Tedder, Madison.	Dooley.....	M. W. Harrell, Eastman.
Manatee.....	L. L. Hine, Bradentown.	Dougherty.....	E. G. Greene, Vienna.
Marion.....	J. H. Brinson, Ocala.	Douglas.....	R. H. Warren, Albany.
Monroe.....	Virgil S. Lowe, Key West.	Early.....	G. T. McLarty, Douglasville.
Nassau.....	L. L. Owens, Fernandina.	Echols.....	E. A. Evans, Blakely.
Orange.....	J. F. McKinnon, Orlando.	Efingham.....	J. G. Prine, Statenville.
Osceola.....	W. J. Sears, Kissimmee.	Elbert.....	A. E. Byrd, Guyton.
Palm Beach.....	H. W. Lewis, West Palm Beach.	Emanuel.....	T. J. Cleveland, Elberton.
Pasco.....	M. L. Gilbert, Dade City.	Fannin.....	Robert E. Rountree, Swainsboro.
Pinellas.....	Dixie M. Hollins, Clearwater.	Fayette.....	J. W. Hughes, Mineral Bluff.
Polk.....	T. B. Kirk, Bartow.	Floyd.....	W. N. D. Dixon, Fayetteville.
Putnam.....	L. K. Tucker, Palatka.	Forsyth.....	J. C. King, Rome.
St. Johns.....	W. S. M. Pinkham, St. Augustine.	Franklin.....	C. L. Harris, Cumming.
St. Lucie.....	W. J. Hodge, Fort Pierce.	Fulton.....	J. W. McFarland, Carnesville.
Santa Rosa.....	J. T. Diamond, Milton.	Gilmer.....	E. C. Merry, Atlanta.
Sumter.....	G. H. Tompkins, Sumterville.	Glascock.....	J. S. Hudson, Ellijay.
Suwannee.....	J. W. O'Hara, Live Oak.	Glynn.....	E. B. Rogers, Gibson.
Taylor.....	W. A. Hendry, Perry.	Gordon.....	N. H. Ballard, Brunswick.
Volusia.....	A. O. Botts, De Land.	Grady.....	Ernest Dillard, Calhoun.
Wakulla.....	C. K. Allen, Crawfordville.	Greene.....	J. S. Weathers, Cairo.
Walton.....	Dan N. Trotman, De Funiak Springs.	Gwinnett.....	W. A. Purks, White Plains.
Washington.....	B. F. Gainer, Vernon.	Habersham.....	C. R. Ware, Lawrenceville.
		Hall.....	P. R. Ivie, Clarksville.
		Hancock.....	H. F. Wood, Gainesville.
		Haralson.....	J. L. McCleary, Sparta.
		Harris.....	John W. White, Buchanan.
		Hart.....	T. L. Thomason, Chipley.
		Heard.....	W. B. Morris, Hartwell.
		Henry.....	Hope H. Cook, Cooksville.
		Houston.....	O. O. Tolleson, McDonough.
		Irwin.....	F. M. Greene, Perry.
			J. W. Weaver, Ocilla.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
GEORGIA—contd.		GEORGIA—contd.	
Jackson.....	L. F. Elrod, Jefferson.	White.....	T. V. Cantrell, Jr., Cleveland.
Jasper.....	J. M. Elker, Monticello.	Whitfield.....	J. C. Sapp, Dalton.
Jeff Davis.....	T. J. Ellis, Hazlehurst.	Wilcox.....	E. S. Hamilton, Abbeville.
Jefferson.....	H. E. Smith, Bartow.	Wilkes.....	C. H. Calhoun, Washington.
Jenkins.....	W. V. Lanier, Millen.	Wilkinson.....	J. H. Hoover, Irwinton.
Johnson.....	R. L. Sumner, Wrightsville.	Worth.....	Walter R. Sumner, Sylvestor.
Jones.....	E. W. Sammons, Gray.		
Laurens.....	Z. Whitehurst, Dublin.		
Lee.....	A. M. Howell, Leesburg.		
Liberty.....	E. B. Way, Flemington.		
Lincoln.....	Dr. W. B. Crawford, Lincoln- ton.	IDAHO.	
Lowndes.....	J. H. O'Quinn, Valdosta.	Ada.....	Miss Ivy Wilson, Boise.
Lumpkin.....	J. J. Seabolt, Dahlonega.	Adams.....	J. D. Neale, Council.
Macon.....	J. P. Nelson, Oglethorpe.	Bannock.....	Mrs. A. G. Cosgrove, Pocatello.
Madison.....	J. A. Griffith, Danielsville.	Bear Lake.....	Alfred A. Hart, Paris.
Marion.....	T. B. Ratney, Buena Vista.	Bingham.....	Miss Alice Beach, Blackfoot.
McDuffie.....	M. W. Dunn, Thomson.	Blaine.....	Mrs. B. H. Black, Hailey.
McIntosh.....	C. M. Tyson, Darien.	Boise.....	Miss Blanche Besecker, Idaho City.
Meriwether.....	W. S. Howell, Greenville.	Bonner.....	Mrs. Nell K. Irion, Sandpoint.
Miller.....	B. B. Bush, Colquitt.	Bonneville.....	Miss Ella M. Miller, Idaho Falls.
Milton.....	Wm. Rhodes, Alpharetta.	Canyon.....	Miss M. G. Carleton, Caldwell.
Mitchell.....	J. H. Powell, Camilla.	Cassia.....	David G. Parker, Albion.
Monroe.....	T. H. Phinazee, Forsyth.	Clearwater.....	Miss Maude Mix, Orofino.
Montgomery.....	A. B. Hutcheson, Mount Ver- non.	Custer.....	Miss J. E. Kelleher, Challis.
Morgan.....	E. S. Bird, Madison.	Elmore.....	Miss Katie L. Brady, Moun- tain Home.
Murray.....	R. Noel Steed, Spring Place.	Fremont.....	Miss H. C. Wood, St. Anthony.
Muscogee.....	J. L. Bond, Columbus.	Idaho.....	P. M. Ghanville, Grangeville.
Newton.....	J. O. Martin, Covington.	Kootenai.....	Miss Emma A. Rauch, Coeur d'Alene.
Oconee.....	J. W. McWhorter, Watkins- ville.	Latah.....	Miss C. Bryden, Moscow.
Oglethorpe.....	M. S. Weaver, Lexington.	Lemhi.....	Mrs. E. McDonald-Sims, Sal- mon.
Paulding.....	H. C. Scoggins, Dallas.	Lewis.....	Miss E. Henderson, Newport.
Pickens.....	C. H. Cox, Jasper.	Lincoln.....	Mrs. L. Burnside, Shoshone.
Pierce.....	R. D. Thomas, Blackshear.	Nespecke.....	Miss Etta Brown, Lewistown.
Pike.....	G. B. Ridley, Zebulon.	Oneda.....	Henry Simpson, Maled City.
Polk.....	Geo. E. Benedict, Cedartown.	Owyhee.....	Mrs. J. Avery, Silver City.
Pulaski.....	F. B. Asbell, Hawkinsville.	Shoshone.....	Miss Frances Wilson, Wallace.
Putnam.....	W. C. Wright, Eatonton.	Twin Falls.....	Thos. W. Potter, Twin Falls.
Quitman.....	H. M. Kaigler, Georgetown.	Washington.....	Miss Mary Z. Harper, Weber.
Rabun.....	L. M. Chastain, Burton.		
Randolph.....	Walter McMichael, Cuthbert.	ILLINOIS.	
Richmond.....	Lawton B. Evans, Augusta.	Adams.....	John H. Steiner, Quincy.
Rockdale.....	T. D. O'Reilly, Conyers.	Alexander.....	Fanny P. Haecker, Cairo.
Schley.....	E. L. Bridges, Ellaville.	Bond.....	H. A. Meyer, Greenville.
Screven.....	H. J. Arnett, Sylvania.	Boone.....	Elizabeth B. Harvey, Bel't- dore.
Spalding.....	J. O. A. Miller, Pomona.	Brown.....	C. W. Sellers, Mount Sterling.
Stephens.....	J. I. Allman, Toccoa.	Bureau.....	G. O. Smith, Princeton.
Stewart.....	W. T. Halliday, Lumpkin.	Calhoun.....	S. J. Sibley, Hardin.
Sumter.....	W. S. Moore, Americus.	Carroll.....	John Hay, Mount Carroll.
Talbot.....	H. P. Hewitt, Talbotton.	Cass.....	Henry Jacobs, Virginia.
Taliaferro.....	S. J. Flynt, Sharon.	Champaign.....	Charles H. Watts, Urbana.
Tattall.....	I. S. Smith, Reidsville.	Christian.....	H. L. Fowkes, Taylorville.
Taylor.....	A. S. Wallace, Butler.	Clark.....	Harry Drake, Marshall.
Telfair.....	T. P. Windsor, McRae.	Clay.....	G. O. Lewis, Louisville.
Terrell.....	J. W. F. Lowrey, Dawson.	Clinton.....	Wm. Johnston, Carlyle.
Thomas.....	J. S. Searcy, Thomasville.	Coles.....	W. Ed. Miller, Charleston.
Tift.....	R. F. Kersey, Tifton.	Cook.....	E. J. Tobin, Chicago (C. H.).
Toombs.....	G. C. Brantley, Lyons.	Crawford.....	Harry E. Green, Robinson.
Towns.....	R. A. Kinsey, Hiwassee.	Cumberland.....	John W. Castello, Toledo.
Troup.....	J. B. Strong, Lagrange.	Dekalb.....	W. W. Coultas, Sycamore.
Turner.....	J. T. Moore, Sycamore.	Dewitt.....	John L. Costley, Clinton.
Twiggs.....	B. S. Fitzpatrick, Fitzpatrick.	Douglas.....	E. E. Gere, Tuscola.
Union.....	T. L. Patterson, Blairsville.	DuPage.....	R. T. Morgan, Wheaton.
Upson.....	J. A. Thurston, Thomaston.	Edgar.....	G. W. Brown, Paris.
Walker.....	R. D. Love, La Fayette.	Edwards.....	W. H. Stefferman, Albion.
Walton.....	R. L. Paine, Social Circle.	Efingham.....	J. W. Davis, Effingham.
Ware.....	J. R. Bourn, Waycross.	Fayette.....	F. E. Crawford, Vandalia.
Warren.....	R. W. Ware, Camak.	Ford.....	H. M. Rudolph, Paxton.
Washington.....	J. C. Harman, Sandersville.	Franklin.....	C. W. Mundell, Benton.
Wayne.....	B. D. Purcell, Jesup.	Fulton.....	M. M. Cook, Lewistown.
Webster.....	J. F. Souter, Preston.	Gallatin.....	J. B. Boswell, Equality.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
ILLINOIS—contd.		ILLINOIS—contd.	
Greene.....	G. B. McClelland, Carrollton.	Winnebago.....	O. J. Kern, Rockford.
Grundy.....	C. H. Root, Morris.	Woodford.....	Roy L. Moore, Eureka.
Hamilton.....	W. W. Dally, McLeansboro.	INDIANA.	
Hancock.....	S. D. Faris, Carthage.	Adams.....	L. E. Opliger, Decatur.
Hardin.....	J. H. Oxford, Elizabethtown.	Allen.....	Henry G. Felger, Fort Wayne.
Henderson.....	Mrs. D. Yeomans, Biggsville.	Bartholomew.....	C. E. Talkington, Columbus.
Henry.....	A. L. Odenweller, Cambridge.	Benton.....	C. H. Dodson, Fowler.
Iroquois.....	F. A. Gildbreath, Watseka.	Blackford.....	M. C. Townsend, Hartford City.
Jackson.....	A. J. Rendleman, Murphysboro.	Boone.....	E. M. Servies, Lebanon.
Jasper.....	Milo D. Yelvington, Newton.	Brown.....	Sylvester Barnes, Nashville.
Jefferson.....	A. Summers, Mount Vernon.	Carroll.....	P. B. Hemmig, Delphi.
Jersey.....	J. W. Roberts, Jerseyville.	Cass.....	A. L. Frantz, Logansport.
Jo Daviess.....	B. L. Birkbeck, Galena.	Clark.....	Saml. L. Scott, Jeffersonville.
Johnson.....	Emma Rebman, Vienna.	Clay.....	Willis E. Akre, Brazil.
Kane.....	E. A. Ellis, Geneva.	Clinton.....	M. W. Salmon, Frankfort.
Kankakee.....	S. D. Saltzger, Kankakee.	Crawford.....	Stuart A. Beals, English.
Kendall.....	A. D. Curran, Bristol.	Daviess.....	A. O. Fulkerson, Washington.
Knox.....	W. F. Boyes, Galesburg.	Dearborn.....	Geo. C. Cole, Lawrenceburg.
Lake.....	T. A. Simpson, Waukegan.	Decatur.....	Frank C. Fields, Greensburg.
Lasalle.....	W. R. Foster, Ottawa.	Dekalb.....	Lida Leasure, Auburn.
Lawrence.....	R. R. Kimmell, Lawrenceville.	Delaware.....	Ernest J. Black, Muncie.
Lee.....	L. W. Miller, Dixon.	Dubois.....	William Melchior, Jasper.
Livingston.....	W. E. Herbert, Pontiac.	Elkhart.....	A. E. Weaver, Goshen.
Logan.....	D. F. Nickols, Lincoln.	Fayette.....	C. L. Trusler, Connersville.
Macon.....	Mary W. Moore, Decatur.	Floyd.....	Glenn V. Scott, New Albany.
Macoupin.....	R. C. Moore, Carlinville.	Franklin.....	M. F. Livengood, Covington.
Madison.....	J. U. Uzzell, Edwardsville.	Fountain.....	T. J. McCarty, Brookville.
Marion.....	J. F. Hickman, Salem.	Fulton.....	Henry L. Becker, Rochester.
Marshall.....	E. F. Perry, Lacon.	Gibson.....	Wilbur F. Fisher, Princeton.
Mason.....	Mrs. F. S. Merwin, Havana.	Grant.....	Charles H. Terrell, Marion.
Massac.....	W. A. Spence, Metropolis.	Greene.....	D. C. McIntosh, Bloomfield.
McDonough.....	B. E. Decker, Macomb.	Hamilton.....	John F. Haines, Noblesville.
McHenry.....	A. M. Shelton, Crystal Lake.	Hancock.....	G. J. Richman, Greenfield.
McLean.....	B. C. Moore, Bloomington.	Harrison.....	A. O. Dewesse, Corydon.
Menard.....	Mrs. E. B. Batterton, Petersburg.	Hendricks.....	Theo. T. Martin, Danville.
Mercer.....	C. L. Gregory, Aledo.	Henry.....	H. B. Roberts, Newcastle.
Monroe.....	J. W. Jackson, Waterloo.	Howard.....	Albert F. Hutson, Kokomo.
Montgomery.....	J. W. Harp, Hillsboro.	Huntington.....	C. Funderburg, Huntington.
Morgan.....	H. C. Montgomery, Jacksonville.	Jackson.....	J. E. Payne, Brownstown.
Moultrie.....	V. D. Roughton, Sullivan.	Jasper.....	Ernest Lamsom, Rensselaer.
Ogle.....	J. E. Cross, Oregon.	Jay.....	W. R. Armstrong, Portland.
Peoria.....	J. A. Hayes, Peoria.	Jefferson.....	Joseph H. Hanna, Madison.
Perry.....	Elmo W. Lee, Pinckneyville.	Jennings.....	S. E. Whitcomb, Vernon.
Piatt.....	Chas. McIntosh, Monticello.	Johnson.....	Jesse C. Webb, Franklin.
Pike.....	D. P. Hollis, Pittsfield.	Knox.....	E. N. Hasdins, Vincennes.
Pope.....	R. R. Randolph, Golconda.	Kosciusko.....	E. B. Barber, Warsaw.
Pulaski.....	May S. Hawkins, Mount City.	Lagrange.....	F. G. Smeltz, Lagrange.
Putnam.....	W. A. Faxon, Hennepin.	Lake.....	F. F. Helgway, Crown Point.
Randolph.....	W. F. Stine, Chester.	Laporte.....	Fred R. Farnam, Laporte.
Richland.....	Elmer Van Arsdall, Olney.	Lawrence.....	L. B. Sanders, Bedford.
Rock Island.....	S. J. Ferguson, Rock Island.	Madison.....	J. W. Frazier, Anderson.
Saline.....	R. E. Rhine, Harrisburg.	Marion.....	Lee E. Swails, Indianapolis.
Sangamon.....	E. C. Pruitt, Springfield.	Marshall.....	L. E. Steinebach, Plymouth.
Schuyler.....	G. R. Frimetet, Rushville.	Martin.....	C. O. Williams, Shoals.
Scott.....	J. C. Moore, Winchester.	Miami.....	E. B. Wetherow, Peru.
Shelby.....	Lee W. Frazer, Shelbyville.	Monroe.....	W. H. Jones, Bloomington.
Stark.....	G. C. Baker, Toulon.	Montgomery.....	Otis E. Hall, Crawfordsville.
St. Clair.....	W. A. Hough, Belleville.	Morgan.....	W. D. Curtis, Martinsville.
Stephenson.....	Cyrus Grove, Freeport.	Newton.....	W. O. Schanlaub, Kentland.
Tazewell.....	Ben L. Smith, Pekin.	Noble.....	W. A. Beane, Albion.
Union.....	W. O. Brown, Jonesboro.	Ohio.....	C. H. French, Rising Sun.
Vermilion.....	Otis P. Haworth, Danville.	Orange.....	C. E. Cogswell, Paoli.
Wabash.....	S. A. Mayne, Mount Carmel.	Owen.....	W. H. Stone, Spencer.
Warren.....	J. D. Regan, Monmouth.	Parke.....	H. J. Skeeters, Rockville.
Washington.....	Robert Pence, Nashville.	Perry.....	Lee B. Mullen, Cannelton.
Wayne.....	W. G. Cline, Fairfield.	Pike.....	Andrew Jewell, Petersburg.
White.....	V. W. Smith, Carmi.	Porter.....	Fred H. Cole, Valparaiso.
Whiteside.....	B. F. Hendricks, Morrison.	Posey.....	W. O. Wilson, Mount Vernon.
Will.....	W. H. Nevens, Joliet.	Pulaski.....	H. L. Rogers, Winamac.
Williamson.....	R. O. Clarida, Marion.	Putnam.....	L. G. Wright, Greencastle.
		Randolph.....	Lee L. Driver, Winchester.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
INDIANA—contd.		IOWA—contd.	
Ripley.....	C. R. Hartenstein, Versailles.	Henry.....	Lincoln Antrim, Mount Pleasant.
Rush.....	C. M. George, Rushville.	Howard.....	Emma Fallgatter, Cresco.
Scott.....	W. S. Griffith, Scottsburg.	Humboldt.....	Clarence Messer, Humboldt.
Shelby.....	W. Everson, Shelbyville.	Ida.....	Wilson Jones, Ida Grove.
Spencer.....	J. W. Strassell, Rockport.	Iowa.....	Mary F. McEachron, Marengo.
Starke.....	C. W. Cannon, Knox.	Jackson.....	E. R. Stoddard, Maquoketa.
St. Joseph.....	Ralph Longfield, South Bend.	Jasper.....	Olive Shriner, Newton.
Steuben.....	H. Lyle Shank, Angola.	Jefferson.....	June Chidester, Fairfield.
Sullivan.....	Richard Park, Sullivan.	Johnson.....	Claude M. Miller, Iowa City.
Switzerland.....	O. M. Given, Vevay.	Jones.....	Kate Maurice, Anamosa.
Tippecanoe.....	Brainard Hooker, Lafayette.	Keokuk.....	H. S. McVicker, Signourney.
Tipton.....	L. D. Summers, Tipton.	Kossuth.....	Sid J. Backus, Algona.
Union.....	Chas. C. Abernathy, Liberty.	Lee.....	Alee W. Rakow, West Point.
Vanderburg.....	F. C. Ragland, Evansville.	Linn.....	A. B. Alderman, Marion.
Vermilion.....	John B. Butler, Newport.	Louisa.....	R. R. Hunt, Wapello.
Vigo.....	J. W. Propst, Terre Haute.	Lucas.....	Myrtle A. Dungan, Chariton.
Wabash.....	R. K. Devricks, Wabash.	Lyon.....	E. T. Gilman, Rock Rapids.
Warren.....	Harry Evans, Williamsport.	Madison.....	John Gentry, Winterset.
Warrick.....	A. J. Hopkins, Boonville.	Mahaaka.....	Chas. H. Young, Okaloosa.
Washington.....	Orra Hopper, Salem.	Marion.....	Nora E. White, Knoxville.
Wayne.....	C. O. Williams, Richmond.	Marshall.....	Mary E. Hostetler, Marshalltown.
Wells.....	A. R. Huyette, Bluffton.	Mills.....	G. E. Masters, Glenwood.
White.....	Henry J. Reid, Monticello.	Mitchell.....	H. E. La Rue, Osage.
Whitley.....	A. R. Fleck, Columbia City.	Monona.....	Ella M. Gardner, Onawa.
IOWA.		Monroe.....	Myrta Harlow, Albia.
Adair.....	Adaline Brooks, Greenfield.	Montgomery.....	Clara L. Cowgill, Red Oak.
Adams.....	M. H. Dampman, Corning.	Muscataine.....	M. F. Cronin, Muscatine.
Allamakee.....	W. L. Peck, Waukon.	O'Brien.....	J. J. Billingsly, Primghar.
Appanoose.....	Mrs. S. S. Webster, Center ville.	Oosola.....	Mary De Boos, Sibley.
Audubon.....	Ella M. Sterns, Audubon.	Page.....	Jessie Field, Clarinda.
Benton.....	Minnie Schloeman, Vinton.	Palo Alto.....	Lille Patton, Emmetsburg.
Black Hawk.....	Harry A. Moore, Waterloo.	Plymouth.....	Anna Donahue, Le Mars.
Boone.....	Gracia E. Tucker, Boone.	Pocahontas.....	W. P. Jensen, Pocahontas.
Bremer.....	Mary Cretzmeyer, Waverly.	Polk.....	Mrs. J. Steele-Huegla, Des Moines.
Buchanan.....	G. R. Lockwood, Independence.	Pottawattamie.....	F. J. Puryear, Council Bluffs.
Buena Vista.....	J. A. Woodruff, Storm Lake.	Poweshiek.....	Sarah Carpenter, Monteruma.
Butler.....	Mary A. Faint, Allison.	Ringgold.....	Etta J. Rider, Mount Ayr.
Calhoun.....	Emma Keller, Rockwell City.	Sac.....	John R. Black, Sac City.
Carroll.....	W. T. Bohnenkamp, Carroll.	Scott.....	Henry E. Ronge, Davenport.
Cass.....	Bertha A. Johnson, Atlantic.	Shelby.....	Rose M. Parker, Harlan.
Cedar.....	Ruby I. Lewis, Tipton.	Sioux.....	F. E. Fuller, Orange City.
Cerro Gordo.....	C. T. Benson, Mason City.	Story.....	I. J. Scott, Nevada.
Cherokee.....	Kate R. Logan, Cherokee.	Tama.....	Mary A. Richards, Toledo.
Chickasaw.....	E. J. Feuling, New Hampton.	Taylor.....	Della Griffin, Bedford.
Clarke.....	Bessie Hart, Osceola.	Union.....	Mrs. Sylvia Cook, Creston.
Clay.....	Mary E. Riley, Spencer.	Van Buren.....	Lizzie Meredith, Keosauqua.
Clayton.....	Thos. R. Roberts, Elkader.	Wapello.....	Mrs. E. Burgess, Ottumwa.
Clinton.....	George E. Farrell, Clinton.	Warren.....	W. M. McGee, Indianola.
Crawford.....	F. N. Olry, Denison.	Washington.....	Minnie R. Connor, Washington.
Dallas.....	Carolyn Forgrave, Adel.	Wayne.....	Mrs. A. K. Pittard, Corydon.
Davis.....	C. N. Spicer, Bloomfield.	Webster.....	Mary A. Carey, Fort Dodge.
Decatur.....	J. W. Long, Leon.	Winnebago.....	L. C. Brown, Forest City.
Delaware.....	G. D. Ribble, Manchester.	Winneshek.....	Sigurd Reque, Decorah.
Des Moines.....	F. W. Parrott, Burlington.	Woodbury.....	T. B. Morris, Sioux City.
Dickinson.....	Jennie Bailey, Spirit Lake.	Worth.....	O. E. Gundersen, Northwood.
Dubuque.....	Harry B. Smith, Dubuque.	Wright.....	M. L. Howel, Clarion.
Emmet.....	T. J. Lerdall, Estherville.	KANSAS.	
Fayette.....	R. H. Belknap, West Union.	Allen.....	Mrs. E. W. Myler, Iola.
Floyd.....	E. A. Sheldon, Charles City.	Anderson.....	Miss H. E. Woods, Garnett.
Franklin.....	J. A. Iverson, Hampton.	Atchison.....	J. A. Shoemaker, Atchison.
Fre蒙特.....	Della Simons, Sidney.	Barber.....	Miss M. Kernohan, Medicine Lodge.
Greene.....	A. J. Oblinger, Jefferson.	Barton.....	Miss J. Momyer, Great Bend.
Grundy.....	A. M. Gray, Grundy Center.	Bourbon.....	Miss M. Stewart, Fort Scott.
Guthrie.....	O. G. Hamilton, Guthrie Center.	Brown.....	Miss R. D. Kiner, Hiawatha.
Hamilton.....	E. F. Snow, Webster City.	Butler.....	C. F. Smith, El Dorado.
Hancock.....	J. R. Baggs, Garner.	Chase.....	Miss A. E. Arnold, Cottonwood Falls.
Hardin.....	Julia Scurry, Eldora.	Chautauqua.....	Miss B. L. Butcher, Sedan.
Harrison.....	Mrs. Susie Faith, Logan.		

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
KANSAS—contd.		KANSAS—contd.	
Cherokee.....	E. E. Stonecipher, Columbus.	Riley.....	Miss H. A. Wetzig, Manhattan.
Cheyenne.....	Miss N. Maxson, St. Francis.	Rooks.....	J. W. Smith, Stockton.
Clark.....	Miss Maggie Myers, Ashland.	Rush.....	Harry T. Fish, La Crosse.
Clay.....	T. C. Coffman, Clay Center.	Russell.....	T. W. Wells, Russell.
Cloud.....	Miss O. Woodward, Concordia.	Saline.....	W. E. Connelly, Salina.
Coffey.....	Miss C. L. Tompkins, Burling- ton.	Scott.....	Miss Lela Haworth, Scott.
Comanche.....	Miss Nellie Botts, Coldwater.	Sedgwick.....	J. W. Swaney, Wichita.
Cowley.....	Miss M. M. Adams, Winfield.	Seward.....	Mrs. Mary E. Todd, Liberal.
Crawford.....	J. W. Milley, Girard.	Shawnee.....	John F. Eby, Topeka.
Decatur.....	M. T. Barnett, Oberlin.	Sheridan.....	Fred E. Bear, Hoxie.
Dickinson.....	W. O. Steen, Abilene.	Sherman.....	J. P. Phillips, Goodland.
Doniphan.....	C. I. Vinsonhaler, Troy.	Smith.....	John J. Haney, Smith Center.
Douglas.....	C. R. Hawley, Lawrence.	Stafford.....	Miss M. Spickard, St. John.
Edwards.....	M. D. Weltner, Kinsley.	Stanton.....	Miss Martha Doll, Johnson.
Elk.....	Ed Adams, Howard.	Stevens.....	C. A. Thompson, Hugoton.
Ellis.....	Anthony Kuhn, Hays.	Sumner.....	Lee Harrison, Wellington.
Ellsworth.....	H. Coover, Ellsworth.	Thomas.....	Miss Alice Bieber, Colby.
Finney.....	Lewis Keeler, Garden City.	Trego.....	Mrs. E. P. Jones, Wa Keeney.
Ford.....	Miss E. Nevins, Dodge City.	Wabauunsee.....	J. H. Houston, Alma.
Franklin.....	Miss E. J. McCoy, Ottawa.	Wallace.....	Miss Rose Gilbert, Sharon Springs.
Geary.....	Miss O. H. Milley, Junction City.	Washington.....	R. L. Rust, Washington.
Gove.....	Mrs. E. C. Sites, Gove.	Wichita.....	Edd Case, Leoti.
Graham.....	Mrs. L. J. Wilson, Hill City.	Wilson.....	Miss Fannie Butts, Fredonia.
Grant.....	Miss L. M. Doggett, New Ulysses.	Woodson.....	Miss C. Myers, Yates Center.
Gray.....	Mrs. A. D. Erskine, Cimarron.	Wyandotte.....	G. W. Phillips, Kansas City.
Greeley.....	A. R. Simpson, Tribune.		
Greenwood.....	E. E. Brown, Eureka.	KENTUCKY.	
Hamilton.....	Mrs. Etta Rummel, Syracuse.	Adair.....	Miss Pearl Hindman, Colum- bia.
Harper.....	R. M. Elam, Anthony.	Allen.....	W. A. Whitlow, Scottsville.
Harvey.....	Miss Ruth Mitten, Newton.	Anderson.....	J. W. Baxter, Lawrenceburg.
Hasckell.....	C. G. Mize, Santa Fe.	Ballard.....	J. E. Lane, Wickliffe.
Hodgeman.....	Mrs. M. L. Starratt, Jetmore.	Barren.....	W. C. Turner, Glasgow.
Jackson.....	W. S. Schneider, Holton.	Bath.....	Leonard Cassidy, Owings- ville.
Jefferson.....	Geo. L. McClenny, Oskaloosa.	Bell.....	Simon Delph, Middlesboro.
Jewell.....	O. M. Chilcott, Mankato.	Boone.....	E. C. Riley, Burlington.
Johnson.....	Miss Emma Skinner, Olathe.	Bourbon.....	Miss M. Robbins, Paris.
Kearny.....	Miss A. T. Harkness, Lakin.	Boyd.....	W. L. Jayne, Catlettsburg.
Kingman.....	A. R. Hansmann, Kingman.		
Kiowa.....	C. E. Cooke, Greensburg.	Boyle.....	J. W. Rawlins, Danville.
Labette.....	Miss Ida B. Marley, Oswego.	Bracken.....	Wm. Huffman, Brooksville.
Lane.....	Joseph M. Shull, Dighton.	Breathitt.....	K. C. Williams, Jackson.
Leavenworth.....	J. B. Kelsey, Leavenworth.	Breckinridge.....	Andrew Driskell, Hardins- burg.
Lincoln.....	John F. Jennings, Lincoln.	Bullitt.....	O. L. Roby, Shepherdsville.
Linn.....	Miss L. Potter, Mound City.	Butler.....	A. L. Haynes, Morgantown.
Logan.....	Mrs. Estelle M. Smith, Rus- sell Springs.	Caldwell.....	Miss N. R. Catlett, Princeton.
Lyon.....	Mrs. F. Vickrey, Emporia.	Calloway.....	Miss L. Crogan, Murray.
Marion.....	James A. Ray, Marion.	Campbell.....	J. W. Reiley, Alexandria.
Marshall.....	C. E. Drumm, Marysville.	Carlisle.....	D. S. Bishop, Bardwell.
McPherson.....	G. Edgecomb, McPherson.		
Meade.....	Mrs. Mattie Haigh, Meade.	Carroll.....	E. Lewellyn, Carrollton.
Miami.....	Miss Minnie Walker, Paola.	Carter.....	W. C. Kozee, Grayson.
Mitchell.....	Miss A. U. Hitchcock, Beloit.	Casey.....	J. C. Lay, Judd.
Montgomery.....	J. G. Smith, Independence.	Christian.....	Miss J. West, Hopkinsville.
Morris.....	E. M. Jones, Council Grove.	Clark.....	J. E. Lanter, Winchester.
Morton.....	W. F. Craddock, Richfield.	Clay.....	Luther Hatton, Manchester.
Nemaha.....	W. B. Anthony, Seneca.	Clinton.....	Miss E. Sloan, Albany.
Ness.....	W. R. Willis, Erie.	Crittenden.....	E. J. Travis, Marion.
Nesque.....	Miss E. Hamilton, Ness City.	Cumberland.....	J. W. Bowman, Burkesville.
Norton.....	D. O. Hemphill, Norton.	Davies.....	R. L. McFarland, Owensboro.
Osage.....	Miss M. K. Williams, Lyndon.		
Osborne.....	A. B. Dillon, Osborne.	Edmonson.....	J. L. Clayton, Chalybeate.
Ottawa.....	H. E. Kilbourne, Minneapolis.	Elliott.....	D. F. Gray, Sandy Hook.
Pawnee.....	Miss Ida B. Curtis, Larned.	Estill.....	Sherman and Irvine.
Phillips.....	Miss N. Barber, Phillipsburg.	Fayette.....	Mrs. N. G. Faulconer, Lex- ington.
Pottawatomie.....	O. F. Richardson, Westmore- land.	Fleming.....	Mrs. L. P. Williams, Ewing.
Pratt.....	Mrs. M. O. Haekins, Pratt.	Floyd.....	E. V. Hall, Prestonsburg.
Rawlins.....	Abraham Davis, Atwood.	Franklin.....	E. R. Jones, Frankfort.
Reno.....	S. P. Rowland, Hutchinson.	Fulton.....	Miss V. Luten, Hickman.
Republic.....	W. M. Slapanaky, Belleville.	Gallatin.....	Jas. F. McCandell, Warsaw.
Rice.....	Miss Sylvia Burgess, Lyons.	Garrard.....	Miss J. Higgins, Lancaster.
		Grant.....	D. H. Starns, Williamstown.
		Graves.....	W. D. Dadds, Mayfield.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
KENTUCKY—contd.		KENTUCKY—contd.	
Grayson.....	Miss E. Lewis, Leitchfield.	Taylor.....	E. P. Peterson, Campbells-ville.
Green.....	Miss L. Y. Graham, Greensburg.	Todd.....	A. S. Johnson, Elkton.
Greenup.....	J. G. Pritchard, Greenup.	Trigg.....	Levi Cunningham, Cadis.
Hancock.....	G. H. Mickel, Hawesville.	Trimble.....	I. D. Mitchell, Bedford.
Hardin.....	J. L. Pilkenton, Elizabethtown.	Union.....	N. C. Hammack, Morganfield.
Harlan.....	W. L. Bailey, Harlan.	Warren.....	Emery H. White, Bowling Green.
Harrison.....	W. M. Barkley, Cynthia.	Washington.....	J. W. Bush, Springfield.
Hart.....	E. B. Ray, Munfordsville.	Wayne.....	A. N. Shearer, Monticello.
Henderson.....	R. L. Cirmamond, Henderson.	Webster.....	A. L. Lloyd, Dixon.
Henry.....	S. L. Chandler, Newcastle.	Whitley.....	E. F. Davis, Williamsburg.
Hickman.....	W. L. Best, Clinton.	Wolfe.....	J. W. Taulbee, Daysboro.
Hopkins.....	A. J. Fox, Madisonville.	Woodford.....	M. B. Hifner, Versailles.
Jackson.....	J. J. Davis, McKee.		
Jefferson.....	Orville Stivers, Louisville.	LOUISIANA.¹	
Jessamine.....	C. C. Sandusky, Nicholasville.	Acadia.....	J. H. Lewis, Crowley.
Johnson.....	Fred Meade, Paintsville.	Ascension.....	J. L. Rusca, Donaldsonville.
Kenton.....	S. H. Kennedy, Crescent Springs.	Assumption.....	S. A. Alleman, Napoleonville.
Knott.....	M. M. Johnson, Hindman.	Avoynes.....	G. L. Porterle, Marksville.
Knox.....	W. W. Evans, Barbourville.	Baton Rouge, East.....	H. K. Strickland, Baton Rouge.
Larue.....	E. W. Creal, Hodgenville.	Baton Rouge, West.....	J. H. Bres, Port Allen.
Laurel.....	D. B. Johnson, London.	Bienville.....	E. H. Fisher, Arcadia.
Lawrence.....	Jay O'Daniel, Louisa.	Bossier.....	W. A. Fortson, Benton.
Lee.....	C. E. Tyree, Beattyville.	Caddo.....	C. E. Byrd, Shreveport.
Leslie.....	Miss M. Hoskins, Hyden.	Calcasieu.....	Jno. McNeese, Lake Charles.
Letcher.....	H. C. Dixon, Whitesburg.		
Lewis.....	W. R. Henderson, Vanceburg.	Caldwell.....	E. H. Turner, Columbia.
Lincoln.....	G. Singleton, Stanford.	Cameron.....	A. G. Murray, Lowry.
Livingston.....	O. R. Hurley, Smithland.	Carroll East.....	C. C. Lewis, Lake Providence.
Logan.....	P. M. Barnes, Russellville.	Carroll West.....	W. M. Dollerhede, Ploner.
Lyon.....	C. W. Davis, Eddyville.	Catahoula.....	J. C. Hardin, Harrisonburg.
Madison.....	John Noland, Richmond.	Clabonne.....	J. H. Davidson, Homer.
Magoffin.....	Miss M. B. Arnett, Salyersville.	Concordia.....	D. C. Strickler, Vidalia.
Marion.....	J. W. Clarkson, Lebanon.	De Soto.....	S. R. Cummins, Grand Cane.
Marshall.....	John E. Arant, Benton.	Evangeline.....	E. E. Ortego, Ville Platte.
Martin.....	U. G. Johnson, Inez.	Franklin.....	H. F. Smullin, Winnboro.
Mason.....	Miss J. O. Yancey, Maysville.	Felciana, East.....	J. W. Mobley, Clinton.
McCracken.....	L. W. Feezor, Paducah.	Felciana, West.....	A. M. Hendon, St. Francisville.
McLean.....	R. M. Stroud, Calhoun.	Grant.....	J. N. Warner, Pollock.
Meade.....	L. H. Powell, Brandenburg.	Iberia.....	R. W. Frame, New Iberia.
Menfee.....	W. O. Back, Frenchburg.	Iberville.....	L. E. Messick, Plaquemine.
Mercer.....	Miss Ora L. Adams, Harrodsburg.	Jackson.....	C. L. Shell, Chatham.
Metcalfe.....	J. A. Pulliam, Edmonton.	Jefferson.....	J. C. Ellis, Oretina.
Monroe.....	J. E. Martin, Tompkinsville.	Lafayette.....	E. L. Wright, Lafayette.
Montgomery.....	M. J. Goodwin, Mount Sterling.	Lafourche.....	W. S. Lafargue, Thibodaux.
Morgan.....	T. N. Barker, West Liberty.	La Salle.....	J. W. Carter, Jena.
Muhlenburg.....	J. E. Shaver, Greenville.		
Nelson.....	W. T. McClain, Bardstown.	Lincoln.....	T. A. Green, Ruston.
Nicholas.....	Miss L. E. Gardner, Carlisle.	Livingston.....	W. H. Underwood, Denham Springs.
Ohio.....	Henry Leach, Hartford.	Madison.....	C. M. Hughes, Tallulah.
Oldham.....	J. L. Reeves, LaGrange.	Morehouse.....	J. O. Taylor, Bastrop.
Owen.....	W. A. Barnes, Owen.	Natchitoches.....	A. E. Bath, Natchitoches.
Owsley.....	P. M. Frye, Booneville.	Orleans.....	J. M. Gwinn, New Orleans.
Pendleton.....	R. F. Ballinger, Falmouth.	Ouachita.....	T. O. Brown, Monroe.
Perry.....	John McIntosh, Hazard.	Plaquemines.....	Edw. C. Kohn, Pointe a la Hache.
Pike.....	M. F. Campbell, Pikeville.	Pointe Coupee.....	C. F. Trudeau, New Roads.
Powell.....	Mrs. K. S. Bohannon, Xenia.	Rapides.....	D. B. Showalter, Alexandria.
Pulaski.....	W. J. Barnes, Somerset.		
Robertson.....	J. W. Mullikin, Mount Olivet.	Red River.....	Jno. I. Teer, Coushatta.
Rockcastle.....	J. W. Kincer, Mount Vernon.	Richland.....	T. H. McGregor, Rayville.
Rowan.....	Mrs. C. W. Stewart, Morehead.	Sabine.....	W. S. Mitchell, Many.
Russell.....	Robert Antle, Jamestown.	St. Bernard.....	Clement Story, Poydras.
Scott.....	J. W. True, Georgetown.	St. Charles.....	T. B. Sellers, Ama.
Shelby.....	G. M. Money, Shelbyville.	St. Helena.....	W. H. Humble, Greensburg.
Simpson.....	Chas. Turner, Franklin.	St. James.....	J. N. Gourdain, Convent.
Spencer.....	Miss Katie Beauchamp, Taylorsville.	St. John.....	J. H. Dupuy, Edgard.
		St. Landry.....	C. J. Thompson, Opelousas.
		St. Martin.....	A. C. Bernard, St. Martinville.
		St. Mary.....	Dr. D. N. Foster, Franklin.
		St. Tammany.....	E. E. Lyon, Covington.
		Tangipahoa.....	A. C. Lewis, Amite.

¹ Parish superintendents.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
LOUISIANA—contd.		MICHIGAN—contd.	
Tensas.....	T. M. Wade, Newellton.	Gogebic.....	Laura Bowden, Ironwood.
Terrebonne.....	Jno. M. Foote, Houma.	Grand Traverse.....	Lee Hornsby, Traverse City.
Union.....	J. O. Hodnett, Farmerville.	Gratiot.....	H. A. Potter, Ithaca.
Vermilion.....	A. M. Smith, Abbeville.	Hillsdale.....	Harry McClave, Hillsdale.
Vernon.....	W. L. Ford, Leesville.		
Washington.....	D. H. Stringfield, Franklinton.	Houghton.....	William Bath, Houghton.
Webster.....	T. W. Fuller, Minden.	Huron.....	W. H. Sparling, Bad Axe.
Winn.....	J. J. Mixon, Winnfield.	Ingham.....	F. E. Searl, Mason.
MARYLAND.		Ionia.....	H. H. Lowrey, Ionia.
		Iosco.....	J. A. Campbell, Whittemore.
Allegany.....	J. E. Edwards, Cumberland.	Iron.....	J. F. Mason, Mansfield.
	G. M. Perdue, Assistant, Cum- berland.	Isabella.....	E. T. Cameron, Mt. Pleasant.
Anne Arundel.....	Samuel Garner, Annapolis.	Jackson.....	T. M. Battler, Jackson.
Baltimore.....	A. S. Cook, Towson.	Kalamazoo.....	Sheridan Mapes, Kalamazoo.
	J. T. Herschner, assistant.	Kalkaska.....	Irene L. Getty, Kalkaska.
Calvert.....	James B. Lattimer, Prince Fred- erick.	Kent.....	A. M. Freeland, Grand Rapids.
Caroline.....	E. M. Noble, Denton.	Keweenaw.....	H. S. Winter, Mohawk.
Carroll.....	G. T. Morelock, Westminster.	Lake.....	E. G. Johnson, Luther.
Cecil.....	J. M. McVey, Elkton.	Lapeer.....	Chas. H. Naylor, Lapeer.
Charles.....	T. M. Carpenter, La Plata.	Leelanau.....	Bertha B. Campbell, Traverse City, R. F. D. 5.
Dorchester.....	A. S. Marine, Cambridge.	Lenawee.....	John W. Gray, Adrian.
	Jos. B. Meridith, assistant.	Livingston.....	Maud Benjamin, Fowlerville.
Frederick.....	J. T. White, Frederick.	Luce.....	Eva E. Buermann, New- berry.
	S. N. Young, assistant.	Mackinac.....	E. J. Lechance, St. Ignace.
Garrett.....	F. E. Rathbun, Oakland.	Macomb.....	O. D. Thompson, Romeo.
Harford.....	C. T. Wright, Bel Air.	Manistee.....	Josephine A. Reynolds, Man- istee.
Howard.....	W. C. Phillips, Elkton City.	Marquette.....	A. E. Sterne, Ishpeming.
Kent.....	J. I. Smyth, Chestertown.	Mason.....	C. A. Rinehart, Scottville.
Montgomery.....	Earle B. Wood, Rockville.	Mecona.....	Bert J. Ford, Big Rapids.
Prince Georges.....	F. Sasser, Upper Marlboro.	Menominee.....	Jesse Hubbard, Menominee.
Queen Annes.....	B. J. Grimes, Centerville.	Midland.....	J. A. Mustard, Midland.
St. Marys.....	G. W. Joy, Leonardtown.	Missaukee.....	John Q. Zuck, Lake City.
Somerset.....	Wm. H. Dashiell, Princess Anne.	Monroe.....	J. J. Kelley, Monroe.
Talbot.....	Nicholas Orem, Easton.	Montcalm.....	E. D. Straight, Stanton.
Washington.....	W. M. Huyett, Hagerstown.	Montmorency.....	B. J. Watters, Lewiston.
Wicomico.....	Wm. J. Holloway, Salisbury.	Muskegon.....	Nellie B. Chisholm, Montague.
Worcester.....	E. W. McMaster, Pocomoke City.	Newaygo.....	Isabelle M. Becker, Fremont.
MICHIGAN.		Oakland.....	A. L. Craft, Pontiac.
Alcona.....	T. B. Cook, Harrisville.	Oceana.....	Emms Hutchins, Hart.
Alcona.....	John W. Taylor, Munising.	Ogemaw.....	Josephine Woods, West Branch.
Alcona.....	C. L. Goodrich, Allegan.	Ontonagon.....	A. C. Adair, Rockland.
Alcona.....	E. L. Little, Alpena.	Osceola.....	Geo. F. Roxburgh, Reed City.
Alcona.....	C. L. Taisey, Bellaire.	Oscoda.....	Marguerite L. Perry, Mio.
Alcona.....	Geo. H. Glasure, Standish.	Otsego.....	Ray F. Jennings, Gaylord.
Alcona.....	S. O. Clinton, Baraga.	Ottawa.....	N. R. Stanton, Holland.
Alcona.....	E. J. Edger, Hastings.	Presque Isle.....	M. H. Nester, Rogers.
Alcona.....	John B. Laing, Bay City.	Roscommon.....	Ellen McCrea, Roscommon.
Alcona.....	T. H. Fewless, Honor.	Saginaw.....	B. S. Tefft, Saginaw, W. S.
Alcona.....		St. Clair.....	E. T. Blackney, Port Huron.
Alcona.....	G. N. Otwell, St. Joseph.	St. Joseph.....	F. J. Wheeler, Centerville.
Alcona.....	F. E. Robinson, Coldwater.	Sanilac.....	W. J. Musselman, Sandusky.
Alcona.....	Frank D. Miller, Marshall.	Schoolcraft.....	W. T. S. Cornell, Manistiquie.
Alcona.....	Ruth H. Mosier, Dowagiac.	Shiawassee.....	H. E. Slocum, Corunna.
Alcona.....	J. H. Milford, East Jordan.	Tuscola.....	Henry P. Bush, Caro.
Alcona.....	W. L. Coffey, Cheboygan.	Van Buren.....	V. R. Hungerford, Paw Paw.
Alcona.....	T. R. Easterday, Sault Ste. Marie.	Washtenaw.....	Evan Essery, Ann Arbor.
Alcona.....	A. H. Aldrich, Harrison.	Wayne.....	E. W. Yost, Detroit.
Alcona.....	T. H. Townsend, St. Johns.	Wexford.....	W. H. Faunce, Cadillac.
Alcona.....	Alveretta Irving, Grayling.		
Alcona.....	Peter R. Legg, Gladstone.	MINNESOTA.	
Alcona.....	Donald O'Hara, Iron Moun- tain.	Aitkin.....	E. H. Hall, Aitkin.
Alcona.....	Cynthia A. Green, Charlotte.	Anoka.....	Geo. D. Goodrich, Anoka.
Alcona.....	H. S. Babcock, Harbor Springs.	Becker.....	Lulu H. Kohler, Detroit.
Alcona.....	H. E. Potter, Flint.	Beltrami.....	W. B. Stewart, Bemidji.
Alcona.....	F. E. Armstrong, Gladwin.	Benton.....	Geo. A. Selke, Sauk Rapids.
Alcona.....		Big Stone.....	Anna Swenson, Ortonville.
Alcona.....		Blue Earth.....	O. O. Ulvin, Mankato.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
MINNESOTA—CON.		MINNESOTA—CON.	
Brown.....	R. B. Kennedy, New Uhm.	Steele.....	C. L. Davis, Owatonna.
Carlton.....	E. J. Colovin, Cloquet.	Stevens.....	Kay B. Roberts, Morris.
Carver.....	F. L. Williams, Watertown.	Swift.....	Lille E. Thorson, Benson.
Cass.....	R. F. Ross, Walker.	Todd.....	Victor S. Knutson, Long Prairie.
Chippewa.....	Hilda M. Gippe, Montevideo.	Traverse.....	W. T. Williams, Wheaton.
Chicago.....	E. A. Cedergren, Lindstrom.	Wabasha.....	Harry V. Flick, Lake City.
Clay.....	Eleanor Rushfeldt, Moorhead.	Wadena.....	Minnie L. McCaffrey, Wadena.
Clearwater.....	J. H. Sommervold, Bagley.	Waseca.....	H. C. Van Loh, Waseca.
Cook.....	Wm. Clinch, Grand Marais.	Washington.....	J. F. Larson, Stillwater.
Cottonwood.....	J. J. Koehn, Windom.	Watsonwan.....	W. W. Brown, St. James.
Crow Wing.....	Irna C. Hartley, Brainerd.	Wilkin.....	E. M. Granger, Brockton.
Dakota.....	C. W. Meyer, Hastings.	Winona.....	Wm. A. Bugge, Winona.
Dodge.....	Alma B. Campbell, Mantorville.	Wright.....	A. A. Zech, Annandale.
Douglas.....	T. A. Erickson, Alexandria.	Yellow Medicine.....	Lue A. Olds, Granite Falls.
Faribault.....	Margaret E. Bieri, Blue Earth.		
Fillmore.....	Oscar Carlson, Preston.	MISSISSIPPI.	
Freeborn.....	Harold Dahlen, Albert Lea.	Adams.....	J. W. Henderson, Natchez.
Goodhue.....	Carl C. Swain, Red Wing.	Alcorn.....	W. A. McCord, Corinth.
Grant.....	R. J. Stromme, Elbow Lake.	Amite.....	F. H. Butler, Liberty.
Hennepin.....	H. I. Harter, Minneapolis.	Attala.....	W. A. Hull, Kosciusko.
Houston.....	C. H. Georgina Lommen, Caledonia.	Benton.....	W. T. Renick, Ashland.
Hubbard.....	D. R. Bradford, Park Rapids.	Bolivar.....	A. C. Pearson, Rosedale.
Isanti.....	Mrs. M. B. Hixson, Cambridge.	Calhoun.....	J. O. Rich, Pittsboro.
Itasca.....	Mrs. E. Whipple, Grand Rapids.	Carroll.....	C. A. Neal, Carrollton.
Jackson.....	J. B. Arp, Jackson.	Chickasaw.....	Geo. D. Riley, Okoloma.
Kanabec.....	Willis Fairbanks, Mora.	Choctaw.....	Sam C. Ray, Ackerman.
Kandiyohi.....	W. D. Frederickson, Willmar.	Claiborne.....	T. V. Rush, Port Gibson.
Kittson.....	Blanda E. Sundberg, Hallock.	Clarke.....	J. R. Brock, Quitman.
Koochiching.....	Annie E. Shelland, International Falls.	Clay.....	Paul Townsend, West Point.
Lac qui Parle.....	A. J. Kittleson, Madison.	Coahoma.....	J. M. Brooks, Clarksdale.
Lake.....	Helen C. Barton, Two Harbors.	Copiah.....	A. A. McAlpin, Hazlehurst.
Le Sueur.....	J. A. Meagher, Le Sueur Centre.	Covington.....	J. T. Calhoun, Collins.
Lincoln.....	J. T. Clawson, Ivanhoe.	DeSoto.....	R. E. L. Morgan, Hernando.
Lyon.....	H. R. Painter, Marshall.	Forrest.....	E. J. Currie, Hattiesburg.
McLeod.....	Carl Anderson, Hutchinson.	Franklin.....	W. L. Foreman, Meadville.
Mahnomen.....	Henry Hart, Bejout.	George.....	W. A. Avera, Lucedale.
Marshall.....	David Johnson, Warren.	Greene.....	Joe Walley, Leakeville.
Meeker.....	C. J. Timms, Fairmont.	Grenada.....	V. R. James, Grenada.
Mille Lacs.....	Kate M. Jones, Litchfield.	Hancock.....	John Craft, Bay St. Louis.
Morrison.....	Guy Ewing, Princeton.	Harrison.....	J. J. Dawsey, Gulfport.
Mower.....	M. E. Barnes, Little Falls.	Hinds.....	C. S. North, Raymond.
Murray.....	Grace B. Sherwood, Austin.	Holmes.....	J. M. Kimbrough, Lexington.
Nicollet.....	Florence Turner, Slayton.	Issaquena.....	George Robinson, Mayersville.
Nobles.....	M. R. Davis, St. Peter.	Itawamba.....	W. G. Crouch, Fulton.
Norman.....	L. W. Abbott, Worthington.	Jackson.....	Guy D. Dean, Scranton.
Olmsted.....	Marie Lovnes, Ada.	Jasper.....	L. R. Massey, Bay Springs.
Otter Tail.....	Wm. L. Mercer, Rochester.	Jefferson.....	L. L. Posey, Fayette.
Pennington.....	Sigm. Svendegaard, Fergus Falls.	Jefferson Davis.....	W. W. Lee, Prentiss.
Pine.....	E. A. Mostue, Thief River Falls.	Jones.....	L. J. Stringer, Laurel.
Pipestone.....	Herman C. Otis, Pine City.	Kemper.....	W. F. Brown, De Kalb.
Polk.....	Jessie E. Walkup, Pipestone.	Lafayette.....	H. T. Smith, Oxford.
Pope.....	N. A. Thorson, Crookston.	Lamar.....	A. Q. Broadus, Purvis.
Ramsey.....	G. C. Torguson, Greenwood.	Lauderdale.....	John R. Ellis, Meridian.
Red Lake.....	Geo. H. Reif, St. Paul C. H.	Lawrence.....	Tom J. White, Monticello.
Redwood.....	H. F. Anderson, Red Lake Falls.	Leake.....	W. E. Martin, Carthage.
Renville.....	H. J. Bebermeyer, Redwood Falls.	Lee.....	E. P. Clayton, Tupelo.
Rice.....	F. A. Schafer, Renville.	Leflore.....	J. R. Hughes, Greenwood.
Rock.....	J. H. Lewis, Faribault.	Lincoln.....	Z. C. Hodges, Brookhaven.
Roseau.....	Edla A. Headley, Luverne.	Lowndes.....	S. M. Nash, Columbus.
St. Louis.....	Anna C. Olsen, Roseau.	Madison.....	G. R. Bennett, Canton.
Scott.....	Noah Young, Duluth.	Marion.....	Fred Barnes, Columbia.
Sherburne.....	T. J. Nicolay, Shakopee.	Marshall.....	John P. Horton, Holly Springs.
Steele.....	C. A. Bailey, Elk River.	Monroe.....	E. E. Cowley, Aberdeen.
Stevens.....	W. M. Carver, Gaylord.	Montgomery.....	Guy C. Burton, Winona.
Swift.....	W. A. Boerger, St. Cloud.	Neshoba.....	H. Y. Graham, Philadelphia.
Todd.....		Newton.....	W. W. Coursey, Decatur.
Traverse.....		Noxubee.....	Jas. R. Jackson, Macon.
Wabasha.....		Oktibbeha.....	A. E. Green, Starkville.
Wadena.....		Panola.....	C. B. Young, Sardis.
Waseca.....		Pearl River.....	C. E. Bass, Poplarville.
Washington.....		Perry.....	W. F. Backstrom, New Augusta.
Watsonwan.....			
Wilkin.....			
Winona.....			
Wright.....			
Yellow Medicine.....			

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
MISSISSIPPI—con.		MISSOURI—con.	
Pike.....	S. W. Simmons, Magnolia.	Howard.....	Levi Markland, Armstrong.
Pontotoc.....	J. M. Spain, Pontotoc.	Howell.....	W. C. McMillin, West Plains.
Prentiss.....	R. E. L. Sutherland, Booneville.	Iron.....	B. P. Burnham, Ironton.
Quitman.....	F. M. Bizzell, Marks.	Jackson.....	L. F. Blackburn, Independence.
Rankin.....	H. H. Bullock, Brandon.	Jasper.....	L. W. Kost, Carthage.
Scott.....	A. C. Walters, Forest.	Jefferson.....	R. B. Wilson, Hillsboro.
Sharkey.....	Jno. S. Joor, sr., Rolling Fork.	Johnson.....	R. H. Boston, Warrensburg.
Simpson.....	J. R. Williamson, Mendenhall.	Knox.....	W. E. Cottey, Edina.
Smith.....	W. P. Searcy, Raleigh.	Laclede.....	F. W. Ploger, Lebanon.
Sunflower.....	C. T. Bookout, Indianola.	Lafayette.....	H. T. Phillips, Lexington.
Tallahatchie.....	R. H. Harrison, Charleston.	Lawrence.....	D. W. Clayton, Mount Vernon.
Tate.....	Ira G. Allen, Senatobia.	Lewis.....	Lloyd H. Hicks, Monticello.
Tippah.....	L. H. Jobe, Ripley.	Lincoln.....	Zula Thurman, Troy.
Tishomingo.....	N. L. Phillips, Iuka.	Linn.....	E. L. Joyce, Brookfield.
Tunica.....	J. W. Henderson, Tunica.	Livingston.....	J. W. McCormick, Chillicothe.
Union.....	W. T. Smith, New Albany.	McDonald.....	W. H. Baker, Pineville.
Warren.....	J. H. Cullkin, Vicksburg.	Macon.....	O. L. Cross, Macon.
Washington.....	S. Archer, sr., Greenville.	Madison.....	F. C. Baker, Fredericktown.
Wayne.....	John A. Ramsey, Wayneboro.	Maries.....	C. N. Cooper, Weldon.
Webster.....	J. B. Scott, Walthall.	Marion.....	Frankie Connell, Hannibal.
Wilkinson.....	John C. Day, Woodville.	Mercer.....	D. W. Branam, Princeton.
Winston.....	E. C. Lovorn, Louisville.	Miller.....	Jas. Messersmith, Tusculum.
Yalobusha.....	R. P. Hents, Water Valley.	Mississippi.....	(Mrs.) C. E. Graham, Charleston.
Yazoo.....	W. W. Lockard, Yazoo City.	Moniteau.....	C. J. Ladman, California.
MISSOURI.		Monroe.....	John L. Carter, Paris.
Adair.....	L. B. Stipple, Kirksville.	Montgomery.....	W. F. Hupe, Montgomery City.
Andrew.....	Leslie M. Dobbs, Savannah.	Morgan.....	Wray Witten, Versailles.
Atchison.....	Sallie V. Grebe, Rock Port.	New Madrid.....	L. O. Swan, New Madrid.
Audrain.....	J. L. Shobe, Mexico.	Newton.....	E. H. Newcomb, Neosho.
Barry.....	W. E. Hankins, Cassville.	Nodaway.....	W. M. Oakerson, Maryville.
Barton.....	L. E. Brous, Lamar.	Oregon.....	H. M. Williams, Alton.
Bates.....	P. M. Allison, Butler.	Osage.....	R. H. Bryan, Linn.
Benton.....	Chas. G. Harvey, Warsaw.	Ozark.....	A. J. Kimball, Gainesville.
Bollinger.....	Wilbur M. Welker, Marble Hill.	Pemiscot.....	Chas. G. Ross, Caruthersville.
Boone.....	Geo. T. Porter, Columbia.	Perry.....	J. G. Reddick, Perryville.
Buchanan.....	Geo. K. Gilpin, St. Joseph.	Pettis.....	T. R. Luckett, Sedalia.
Butler.....	C. A. Roberson, Poplar Bluff.	Phelps.....	John A. Mooney, Rolla.
Caldwell.....	D. N. McClintock, Kingston.	Pike.....	W. Nora Mitchell, Bowling Green.
Calloway.....	R. G. Hale, Fulton.	Platte.....	J. F. Sexton, Platte City.
Camden.....	M. E. Johnson, Linn Creek.	Polk.....	Daisy Johnson, Bolivar.
Cape Girardeau.....	J. T. McDonald, Jackson.	Pulaski.....	L. J. Gladden, Laquey.
Carroll.....	C. N. Cannady, Carrollton.	Putnam.....	W. K. Armstrong, Unionville.
Carter.....	W. S. Perrin, Elsimore.	Ralls.....	O. E. Hulse, New London.
Cass.....	T. J. Walker, Harrisonville.	Randolph.....	S. B. McCully, Moberly.
Cedar.....	W. H. Riley, Stockton.	Ray.....	O. L. Kincaid, Richmond.
Chariton.....	C. C. Carlstead, Keytesville.	Reynolds.....	Lula Barton, Centerville.
Christian.....	Tom Mapes, Ozark.	Ripley.....	H. E. Braschler, Doniphan.
Clark.....	Helen McKee, Kahoka.	St. Charles.....	P. J. McKinley, St. Charles.
Clay.....	J. A. Robeson, Liberty.	St. Clair.....	E. E. Higgins, Osceola.
Clinton.....	Anna B. Hord, Plattsburg.	St. Francois.....	A. H. Akers, Farmington.
Cole.....	J. S. Lumpkin, Jefferson City.	Ste. Genevieve.....	Jos. King, Ste. Genevieve.
Cooper.....	D. L. Rothgeb, Buncheon.	St. Louis.....	W. T. Bender, Clayton.
Crawford.....	Wm. P. Summers, Steelville.	Saline.....	J. L. Lynch, Marshall.
Dade.....	Ed. H. Carender, Greenfield.	Schuyler.....	(Mrs.) Belle Bunch, Lancaster.
Dallas.....	W. A. Williams, Buffalo.	Scotland.....	I. M. Horn, Memphis.
Daviess.....	I. J. Voglegesang, Gallatin.	Scott.....	Chas. D. Harris, Benton.
DeKalb.....	W. O. Swails, Clarksdale.	Shannon.....	Walter Webb, Eminence.
Dent.....	Jas. W. Millsap, Salem.	Shelby.....	Myrtle Thekeld, Shelbyville.
Douglas.....	John Levan, Ava.	Stoddard.....	A. F. Asa, Bloomfield.
Dunklin.....	E. D. McNally, Kennett.	Stone.....	L. V. Threlfall, Galena.
Franklin.....	A. F. Borberg, Union.	Sullivan.....	Roxana Jones, Milan.
Gasconade.....	C. M. Danuser, Hermann.	Taney.....	John W. Bennett, Forsyth.
Gentry.....	C. H. Allen, Albany.	Texas.....	J. O. Payne, Houston.
Greene.....	J. R. Roberts, Springfield.	Vernon.....	W. Y. Foster, Nevada.
Grundy.....	Elizabeth Brainerd, Trenton.	Warren.....	F. W. Kehr, Marthasville.
Harrison.....	Nellie K. Sutton, Bethany.	Washington.....	Burwell Fox, Potosi.
Henry.....	Uel W. Lankin, Clinton.	Wayne.....	C. E. Burton, Piedmont.
Hickory.....	S. Z. Odenbaugh, Hermitage.	Webster.....	Lon Yates, Marshfield.
Holt.....	Earl A. Rock, Oregon.	Worth.....	(Mrs.) Cora Early, Grant City.
		Wright.....	John M. Carter, Hartville.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
MONTANA.		NEBRASKA—contd.	
Beaverhead.....	Margaret Ross, Dillon.	Greeley.....	James Pelley, Greeley.
Blaine.....	Avy L. Short, Chinook.	Hall.....	Dorothea Kolls, Grand Island.
Broadwater.....	Lizzie Barker, Townsend.	Hamilton.....	E. W. Jackson, Aurora.
Carbon.....	Fannie Torreyson, Red Lodge.	Harlan.....	Mrs. M. Bragg, Alma.
Cascade.....	Annie McAnelly, Great Falls.	Hayes.....	J. W. Furrow, Hayes Center.
Chouteau.....	Daisy Blackstone, Fort Ben- ton.	Hitchcock.....	Carl L. Anderson, Trenton.
Custer.....	Mary L. Wilson, Miles City.	Holt.....	Minnie B. Miller, O'Neill.
Dawson.....	Harriet Kelly, Glendive.	Hooker.....	J. H. Garrett, Mullen.
Deer Lodge.....	Echo Templeton, Anaconda.	Howard.....	E. L. Vogt, St. Paul.
Fergus.....	Alice O'Hara, Lewistown.	Jefferson.....	R. Clement Harris, Fairbury.
Flathead.....	May Trumper, Kalispell.	Johnson.....	L. C. Kuster, Tecumseh.
Gallatin.....	Ida W. Davis, Bozeman.	Kearney.....	Edwin Curtis, Minden.
Granite.....	Lottie T. Irvine, Phillipsburg.	Keith.....	Mrs. G. Richmond, Ogallala.
Hill.....	Sarah F. McHale, Havre.	Keya Paha.....	A. Boshart, Springview.
Jefferson.....	Elsie E. Halford, Boulder.	Kimball.....	Claude L. Alden, Kimball.
Lewis and Clark.....	Lucile Dyas, Helena.	Knox.....	Abbia M. Newberry, Center.
Lincoln.....	F. D. Head, Libby.	Lancaster.....	W. H. Gardner, Lincoln.
Madison.....	Phebe Williams, Virginia City.	Lincoln.....	Cleo Chappell, North Platte.
Meagher.....	Belle Francisco, White sul- phur Springs.	Logan.....	W. D. Paul, Gandy.
Missoula.....	Pearl T. Marshall, Missoula.	Loup.....	Mabel McKimney, Taylor.
Musselshell.....	Maude Griffin, Roundup.	McPherson.....	Clara Nichols, Tryon.
Park.....	Maud Brown, Livingston.	Madison.....	N. A. Honsel, Madison.
Powell.....	Olga Johnson, Deer Lodge.	Merrick.....	Margaret McCutcheon, Central City.
Ravalli.....	Minnie Bailey-Law, Hamil- ton.	Morrill.....	Cora A. Thompson, Bridge- port.
Rosebud.....	Fay Alderson, Forsyth.	Nance.....	Lucretia Conard, Fullerton.
Sanders.....	Helena Feeny, Thompson.	Nemaha.....	L. Nemaha Clarke, Auburn.
Silver Bow.....	Mamie Burt, Butte.	Nuckolls.....	Elmer L. Seely, Nelson.
Sweet Grass.....	Jessie F. Evans, Big Timber.	Otoe.....	Chas. Speedie, Nebraska City.
Teton.....	Nellie R. Brown, Chouteau.	Pawnee.....	Lulu S. Wolford, Pawnee City.
Valley.....	Flora Sims, Glasgow.	Perkins.....	R. H. Vance, Grant.
		Phelps.....	Huldah Peterson, Holdrege.
		Pierce.....	Lettie Scott, Pierce.
		Platte.....	Fred S. Lecron, Columbus.
NEBRASKA.		Polk.....	Amelia Rasmussen, Osceola.
Adams.....	L. R. Willis, Hastings.	Red Willow.....	Anna McDonnell, McCook.
Antelope.....	D. M. Murphy, Neligh.	Richardson.....	T. J. Oliver, Falls City.
Banner.....	Mrs. M. M. Belian, Harrisburg.	Rock.....	A. F. Dugger, Bassett.
Blaine.....	A. L. Shamblin, Brewster.	Saline.....	L. J. Bouchal, Wilber.
Boone.....	Hannah C. Johnson, Albion.	Sarpy.....	H. A. Collins, Papillion.
Box Butte.....	Della M. Reed, Alliance.	Saunders.....	Mrs. E. O. Williams, Wahoo.
Boyd.....	Mabel K. Hadsell, Butte.	Scotts Bluff.....	H. J. Mummeau, Gering.
Brown.....	Emma Burritt, Alinsworth.	Seward.....	W. H. Brokaw, Seward.
Buffalo.....	J. S. Elliott, Kearney.	Sheridan.....	C. P. Kelley, Rushville.
Burt.....	W. T. Poucher, Tekamah.		
Butler.....	F. A. Stech, David City.	Sherman.....	L. H. Currier, Loup City.
Cass.....	Mary E. Foster, Plattsmouth.	Sioux.....	Mary J. Fenske, Harrison.
Cedar.....	W. E. Miller, Hartington.	Stanton.....	A. L. Burnham, Stanton.
Chase.....	Leocia Fletcher, Imperial.	Thayer.....	A. T. Holtzen, Hebron.
Cherry.....	Cora Thackrey, Valentine.	Thomas.....	Inez Oakes, Thedford.
Cheyenne.....	Edith H. Morrison, Sidney.	Thurston.....	John W. Lang, Pender.
Clay.....	Edith A. Lathrop, Clay Cen- ter.	Valley.....	Eva B. Shuman, Ord.
Colfax.....	F. J. Vogtance, Schuyler.	Washington.....	John A. Rhoades, Blair.
Cuming.....	Emma R. Miller, West Point.	Wayne.....	Mrs. Elsie Littell, Wayne.
Custer.....	T. C. Grimes, Broken Bow.	Webster.....	Gertrude L. Coon, Red Cloud.
Dakota.....	Margaret A. Murphy, Dakota.	Wheeler.....	Edith Bowler, Bartlett.
Dawes.....	Carrie L. Munkres, Chadron.	York.....	Alice Florer, York.
Dawson.....	L. A. Olinger, Lexington.		
Deuel.....	Vera L. Yockey, Chappell.		
Dixon.....	A. V. Teed, Ponca.		
Dodge.....	J. M. Matzen, Fremont.		
Douglas.....	W. A. Yoder, Omaha.		
Dundy.....	Lorna L. White, Benkelman.		
Fillmore.....	Alice Jennett, Geneva.		
Franklin.....	Mrs. Ruth Erfman, Bloom- ington.		
Frontier.....	Ruby P. M. Larson, Stockville.		
Furnas.....	C. F. Stilwell, Beaver City.		
Gage.....	Jessie B. Pryde, Beatrice.		
Garden.....	T. C. McKee, Oshkosh.		
Garfield.....	J. L. Jenkins, Burwell.		
Gosper.....	F. W. Montgomery, Elwood.		
Grant.....	M. L. Wheeler, Hyannis.		

¹ Deputy State superintendents.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
NEVADA—contd.		NEW YORK—contd.	
Clark.....	J. G. McKay, Las Vegas.	Broome.....	Mabel L. Watrous, Endicott.
Lincoln.....		Erwin B. Whitney, Whitney Point.	
Nye.....		Cattaraugus.....	Sq. C. Hayden, Franklinville.
(5th dist.)		Olbert A. Farwell, Hinsdale.	
NEW JERSEY.		A. H. Mathewson, W. Valley.	
Atlantic.....	H. M. Cressman, Egg Harbor City.	G. E. Waller, Little Valley.	
Bergen.....	B. C. Wooster, Hackensack.	E. A. Stratton, Randolph.	
Burlington.....	H. A. Stees, Beverly.	H. S. R. Murphy, Cato.	
Camden.....	C. S. Albertson, Magnolia.	Olin W. Wood, Auburn.	
Cape May.....	Aaron W. Hand, Cape May.	Anna M. Kent (Mrs.), Union Springs.	
Cumberland.....	J. N. Glaspell, Bridgeton.	G. B. Springer, Genoa.	
Essex.....	L. H. Carris, Newark.	Henry Greenfield, Moravia.	
Gloucester.....	D. T. Steelman, Glassboro.	R. F. D. 13.	
Hudson.....	M. H. Kinsley, Jersey City.	Chautauque.....	J. N. Palmer, Fredonia.
Hunterdon.....	J. S. Hoffman, Flemington.	James R. Flagg, Frewsburg.	
Mercer.....	J. M. Arnold, Princeton.	J. M. Barker, Niobe.	
Middlesex.....	H. B. Willis, New Brunswick.	Pratt E. Marshall, Sherman.	
Monmouth.....	John Enright, Freehold.	L. Waldo Swain, Westfield.	
Morris.....	J. H. Hulsart, Morristown.	J. S. Wright, Falconer.	
Ocean.....	C. A. Morris, Toms River.	Chemung.....	Walter C. King, Horseheads.
Passaic.....	E. W. Garrison, Paterson.	Martha M. Cox, Elmira.	
Salem.....	Oscar O. Barr, Salem.	Ellen E. Baldwin, Lincklaen.	
Somerset.....	Henry C. Krebs, Plainfield.	Albert C. Bowers, Sherburne.	
Sussex.....	Ralph Decker, Sussex.	J. S. Childs, Oxford.	
Union.....	J. J. Savitz, Elizabeth.	Jane I. Schenck, Greene.	
Warren.....	F. T. Atwood, Belvidere.	Mary L. Isbell, Norwich.	
NEW MEXICO.		Clinton.....	C. Iver A. Wolcott, Keeseville.
Bernalillo.....	Atanasio Montoya, Albuquerque.	Ernest B. Sargent, Ellenburg.	
Chaves.....	C. C. Hill, Roswell.	Grace M. Decker, Rouses Point.	
Colfax.....	Mrs. Josie Lockard, Raton.	S. B. Smith, East Chatham.	
Curry.....	L. C. Mersfelder, Clovis.	W. L. Millias, Valatie.	
Dona Ana.....	Frank M. Hayner, Las Cruces.	E. A. Smith, Blue Stores.	
Eddy.....	A. E. Bailey, Carlsbad.	C. W. Ellis, Jr., McGraw.	
Grant.....	Miss I. L. Eckles, Silver City.	Ada M. Shuler (Mrs.), McGraw.	
Guadalupe.....	J. V. Gallegos, Santa Rosa.	Alice B. Greene, Willet.	
Lincoln.....	Mrs. Wallace L. Gumm, Carrizozo.	Lillian M. Reichard, Masonville.	
Luna.....	Miss G. G. Goebel, Deming.	Z. Le R. Myers, Downsville.	
Mora.....	Mmanuel Madrid, Mora.	E. O. Harkness, Delhi.	
McKinley.....	E. M. Sanjule, Gallup.	L. R. Long, Margaretville.	
Colfax.....	R. S. Tipton, Alamogordo.	M. G. Nelson, Franklin.	
Otero.....	E. Pack, Tucumcari.	A. T. Hamilton, North Harpersfield.	
Quay.....	David Martinez, Velarde.	Dutchess.....	Frank L. Haight, Fishkill.
Rio Arriba.....	Mrs. S. F. Culberson, Portales.	F. E. Benedict, La Grangeville.	
Roosevelt.....	Bonifacio Montoya, Bernalillo.	Clara E. Drum, Clinton Corners.	
Sandoval.....	J. L. G. Swinney, Aztec.	W. R. Tremper, Rhinebeck.	
San Juan.....	M. F. Desmarais, Las Vegas.	C. A. Heist, Clarence.	
San Miguel.....	J. V. Conway, Santa Fe.	H. A. Dann, Lancaster.	
Santa Fe.....		W. E. Pierce, East Aurora.	
Sierra.....	F. I. Given, Hillsboro.	E. D. Ormsby, North Collins.	
Socorro.....	Benjamin Sanchez, Socorro.	W. E. Bensley, Springville.	
Taos.....	Jose Montaner, Taos.	C. J. Mousaw, Schroon Lake.	
Torrance.....	Charles L. Burt, Mountainair.	Gertrude M. Spear, Westport.	
Union.....	H. H. Errett, Clayton.	Mattie J. Prime, Upper Jay.	
Valencia.....	Saturnino Baca, Belen.	Eugene L. Moe, Burke.	
NEW YORK.¹		G. La Graft, Tupper Lake.	
Albany.....	Newton Sweet, Ravens.	F. H. Wilcox, North Bangor.	
Allegany.....	W. J. Haverly, West Berne.	Gertrude E. Hyde, Moira.	
Broome.....	Walter S. Clark, West Albany.	Fred A. Stryker, Stratford.	
	R. F. D.	C. E. Van Buren, Broadalbin.	
	G. W. D'Autremont, Hume.	E. M. McCullough, Batavia.	
	John D. Jones, Cuba.	T. A. Clement, South Byron.	
	E. D. Walters, Bolivar.	R. N. Saunders, Athens.	
	Charles D. Hill, Angelica.	R. M. MacNaught, Windham.	
	Willet L. Ward, Wellsville.	Walter J. Decker, Hunter.	
	Kasson E. Bellby, Deposit.	C. B. Hanley, Wells.	
	J. E. Hurlburt, Windsor.	A. J. Rose, West Winfield.	
		Silas C. Kimm, Dolgeville.	
		C. B. Keller, Little Falls.	
		J. C. Spall, Cold Brook.	
		C. M. Pierce, Adams.	
		W. J. Linnell, Brownville.	
		T. B. Stael, Cape Vincent.	

¹ District superintendents.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
NEW YORK—con.		NEW YORK—con.	
Jefferson.....	R. W. Bowman, Sacketts Harbor. D. D. T. Marshall, Redwood. Clair B. Burns, Evans Mills.	St. Lawrence.....	Percy S. Ault, Waddington. Rose M. Libby, Colton. W. S. Herrick, Colton. M. A. Hallahan, Brasher Falls. A. J. Fields, Winthrop. A. A. Lavery, Elmore.
Lewis.....	Ursula T. Marilley, Croghan. F. Beld Spaulding, Copenhagen. Ruth M. Johnston, Port Leyden.	Saratoga.....	Lou Messinger, Ballston Spa. E. E. Hinman, Schuylerville. Ida M. Smith, Saratoga Spa. James Wingate, Princetown. Leslie A. Tompkins, Jefferson.
Livingston.....	A. W. Trainor, West Leyden. John P. Magee, Groveland. Jay F. Smith, Dansville, R. F. D. 1.	Schenectady.....	W. E. Van Wormer, Middleburg.
Madison.....	H. F. Collister, Dalton. Irving S. Sears, Hamilton. E. A. Fuller, DeRuyter. H. C. W. Kingsbury, Morrisville.	Schoharie.....	R. W. Eldredge, Sharon Spa. Alberta Spaulding, Burdett. Jane M. Haring, Watkins.
Monroe.....	Daniel Keating, Oneida. W. W. Rayfield, Webster. M. B. Furman, East Rochester. Fred W. Hill, Spencerport. John C. Malloch, Churchville.	Seneca.....	Alice L. Owen, Lodi. Charles B. Earl, Waterloo.
Montgomery.....	N. Berton Alter, Randall. Lela G. Dodge (Mrs.), Fonda.	Steuben.....	Levi R. Tubbs, Corning. Winford Morrow, Bath. G. H. Guinnip, Addison. F. C. Wilcox, Greenwood. H. M. Brush, Arkport. Guyon J. Carter, Avoca.
Nassau.....	James S. Cooley, Minerva. W. C. Mephram, Merrick.	Suffolk.....	J. G. McConnell, Prattburg. C. H. Howell, Riverhead. J. Henry Young, Central Islip. Leonard J. Smith, Smithtown Branch.
Niagara.....	T. G. Cramer, Gasport. Orrin A. Kolb, Lockport, R. F. D. 5.	Sullivan.....	F. J. Lewis, Barryville. Charles S. Hick, Livingston Manor, R. F. D. Emma C. Chase (Mrs.), Livingston Manor.
Oneida.....	W. D. Wisner, Ransomville. Ray P. Snyder, New York Mills. Harry C. Buck, Clayville. W. J. Lewis, Westmoreland. F. E. Mathewson, Verona.	Tioga.....	A. E. Belden, Newark Valley. M. D. Goodrich, Tioga Center. H. T. Whittemore, Nichols.
Onondaga.....	Pauline L. Scott, Blossvale. Daniel M. Blue, Holland Patent.	Tompkins.....	F. A. Beardsley, Trumansburg, R. F. D. 33. Hattie K. Buck, North Lansing.
Ontario.....	R. B. Searle, East Onondaga. G. T. Fuggle, Jameville. E. E. McDowell, Memphis. Manford D. Green, Liverpool. Florence E. S. Knapp (Mrs.), Camillus.	Ulster.....	John D. Birelow, Ithaca. Emily S. Burnett, Kingston, Sta. R. J. U. Gillette, Port Ewen. J. M. Schoonmaker, Accord. W. J. Andrews, Oliveira.
Orange.....	Leon J. Cook, E. Bloomfield. W. A. Ingalls, Phelps. E. G. Soper, Seneca Castle. Harrie P. Weatherlow, Naples. Theron L. McKnight, Central Valley.	Warren.....	F. F. Gunn, Glens Falls. J. R. Stickney, Bolton Landing. Rose Minnick (Mrs.), Glens Falls.
Orleans.....	O. Eichenberg, Monroe. S. A. Cortright, Middletown. Luella F. Hoyer, Medina, R. F. D.	Washington.....	Amelia Blasdel, Fort Ann. Myra L. Ingalsbe, Hartford. Mary A. Potter, Greenwich, R. F. D. 4.
Oswego.....	Cora V. Luttenton, Albion. H. F. S. Salisbury (Mrs.), Albion, R. F. D. 1. Mildred G. Pratt, Lacona. J. M. Bonner, Richland. Queenia R. Tooley, Fulton, R. F. D. 4.	Wayne.....	F. H. Rich, Shushan, R. F. D. Helen C. Andrews (Mrs.), Lyons. Ida E. Coad (Mrs.), Wolcott.
Otsego.....	Charles I. Kingsbury, Mexico. W. S. Gardner, Fulton. Harrison Coessart, Cherry Valley.	Westchester.....	A. H. McMurray, Walworth. R. O. Brundige, Ontario. S. J. Preston, Mamaroneck. C. H. Cheney, White Plains. O. H. Corey, Katonah. R. D. Knapp, White Plains.
Putnam.....	Menzo Burlingame, Worcester. J. B. McManus, Cooperstown. May Firman, Oneonta. M. R. Porter, Morris.	Wyoming.....	John T. McGurren, Blim. E. D. Jones, Wyoming. G. H. Stratton, Castile.
Rensselaer.....	Floyd R. Thayer, Edmeston. J. H. Brooks, Garrison. C. B. Clark (Mrs.), Troy. C. H. Maher, Berlin. G. W. Patterson, Jr., Rensselaer.	Yates.....	J. F. Bullock, Penn Yan. E. F. Corbit, Rushville.
Rockland.....	Ira H. Lawton, Nyack.	NORTH CAROLINA.	
St. Lawrence.....	W. T. Clark, Halesboro. F. H. Wallace, Morrisstown. Carlos S. Blood, Heuvelton.	Alamance.....	J. B. Robertson, Graham.
		Alexander.....	A. F. Sharpe, Stony Point.
		Alleghany.....	Wm. F. Jones, Stratford.
		Anson.....	J. C. Crawford, Wadesboro.
		Ashe.....	C. M. Dickson, Grassy.
		Avery.....	W. M. Fraucum, Elk Park.
		Beaufort.....	W. L. Vaughan, Washington.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
NORTH CAROLINA—continued.		NORTH CAROLINA—continued.	
Bertie.....	R. W. Askew, Windsor.	Rockingham.....	L. N. Hickerson, Reidsville.
Bladen.....	W. I. Shaw, Ivanhoe, R. F. D. 2.	Rowan.....	R. G. Kiser, Salisbury.
Brunswick.....	M. C. Guthrie, Southport.		
Buncombe.....	A. C. Reynolds, Asheville.	Rutherford.....	B. H. Bridges, Rutherfordton.
Burke.....	T. L. Sigmom, Connelly.	Sampson.....	L. L. Matthews, Clinton.
Cabarrus.....	C. E. Berger, Concord.	Scotland.....	G. H. Russell, Laurinburg.
Caldwell.....	Y. D. Moore, Lenoir.	Stanly.....	E. F. Eddins, Palmerville.
Camden.....	C. H. Spencer, South Mills.	Stokes.....	J. T. Smith, Danbury.
Carters.....	L. B. Ennett, Cedar Point.	Surry.....	W. M. Cundiff, Siloam.
Caswell.....	G. A. Anderson, Yanceyville.	Swain.....	J. M. Smiley, Bryson City.
Catawba.....	George E. Long, Hickory.	Transylvania.....	T. C. Henderson, Quebec.
Chatham.....	R. P. Johnson, Pittsboro.	Tyrrell.....	J. L. Spruill, Columbia.
Cherokee.....	A. L. Martin, Murphy.	Union.....	R. N. Nisbet, Monroe.
		Vance.....	J. C. Kittrell, Henderson.
Chowan.....	J. O. Alderman, Edenton.	Wake.....	Z. V. Judd, Raleigh.
Clay.....	T. C. Scroggs, Brassstown.	Warren.....	H. F. Jones, Warrenton.
Cleveland.....	J. Y. Irvin, Shelby.	Washington.....	John W. Darden, Plymouth.
Columbus.....	F. T. Wooten, Chadbourn.	Watauga.....	B. B. Dougherty, Boone.
Craven.....	S. M. Brinson, New Bern.	Wayne.....	E. T. Atkinson, Goldsboro.
Cumberland.....	B. T. McBryde, Fayetteville.	Wilkes.....	C. C. Wright, Hunting Creek.
Currituck.....	J. M. Newbern, Jarvisburg.	Wilson.....	E. J. Barnes, Wilson.
Dare.....	A. W. Price, Manteo.	Yadkin.....	W. D. Martin, East Bend.
Davidson.....	P. S. Vann, Lexington.	Yancey.....	G. P. Dayton, Toecane.
Davie.....	E. P. Bradley, Mocksville.		
		NORTH DAKOTA.	
Duplin.....	M. H. Wooten, Magnolia.	Adams.....	Miss Rose C. Wagner, Hettinger.
Durham.....	C. W. Massey, Durham.	Barnes.....	Miss M. J. Nielson, Valley City.
Edgecombe.....	W. H. Pittman, Tarboro.	Benson.....	Miss E. D. Hoedley, Minnewaukan.
Forsyth.....	W. B. Speas, Winston-Salem.		
Franklin.....	R. B. White, Franklinton.	Billings.....	J. A. Kitchen, Sentinel Butte.
Gaston.....	F. P. Hall, Belmont.	Bottineau.....	H. E. Layne, Bottineau.
Gates.....	T. W. Costen, Gates.	Bowman.....	C. O. Saxvik, Bowman.
Graham.....	T. A. Carpenter, Cheoah.	Burke.....	H. H. Hecht, Bowbells.
Granville.....	J. F. Webb, Oxford.	Burleigh.....	C. L. Vigness, Bismarck.
Greene.....	J. E. Debnam, Snow Hill.	Cass.....	J. W. Riley, Fargo.
		Cavalier.....	Miss H. J. Sullivan, Langdon.
Guilford.....	Thos. R. Foust, Greensboro.		
Halifax.....	A. S. Harrison, Enfield.	Dickey.....	Mrs. G. M. Lovell, Ellendale.
Harnett.....	J. D. Ezzell, Dunn.	Divide.....	Miss Emma Cudde, Crosby.
Haywood.....	R. A. Sentell, Waynesville.	Dunn.....	C. L. Melby, Manning.
Henderson.....	W. S. Shittle, Hendersonville.	Eddy.....	Mrs. E. M. Roach, New Rockford.
Hertford.....	T. E. Browne, Ahoskie.		
Hoke.....	J. A. McGooogan, Raeford.	Emmons.....	H. M. Hanson, Linton.
Hyde.....	S. J. Beckwith, Lake Landing.	Foster.....	Miss Mary J. Cain, Carrington.
Iredell.....	L. O. White, Statesville.	Grand Forks.....	Miss H. J. Prindeville, Grand Forks.
Jackson.....	David H. Brown, Webster.		
		Griggs.....	I. A. Kampen, Cooperstown.
Johnston.....	L. T. Royall, Smithfield.	Hettinger.....	Miss J. K. Steake, Mott.
Jones.....	John R. Barker, Trenton.	Kidder.....	Miss Lydia Hinman, Steele.
Lee.....	R. W. Allen, Sanford.		
Lenoir.....	Joseph Kinsey, Kinston.	Lamoure.....	Miss L. B. Sanderson, La Moure.
Lincoln.....	G. T. Heafner, Crouse.	Logan.....	Herbert Brown, Napoleon.
Macon.....	M. D. Billings, Franklin.	McHenry.....	Dalton McDonald, Townner.
Madison.....	M. C. Buckner, Mars Hill.	McIntosh.....	E. T. Clyde, Ashley.
Martin.....	R. J. Peele, Williamston.	McKenzie.....	Miss N. C. Byrnes, Alexander.
McDowell.....	D. F. Giles, Marion.	McLean.....	John L. Brekken, Washburn.
Mecklenburg.....	R. J. Cochran, Charlotte.	Mercer.....	E. R. Thomas, Stanton.
		Morton.....	W. F. Lorin, Mandan.
Mitchell.....	D. W. Greene, Wing.	Mountrail.....	Miss R. Duffy, Stanley.
Montgomery.....	W. A. Cochran, Troy.	Nelson.....	John A. Swenson, Lakota.
Moore.....	John A. McLeod, Carthage.		
Nash.....	S. F. Austin, Nashville.	Oliver.....	Mrs. Iva O. Jenness, Hensler.
New Hanover.....	W. Catlett, Wilmington.	Pembina.....	Mrs. L. A. Burley, Pembina.
Northampton.....	P. J. Long, Jackson.	Pierce.....	Miss Thea Pheard, Rugby.
Onslow.....	W. M. Thompson, Richlands.	Ramsey.....	John A. Haig, Devils Lake.
Orange.....	S. P. Lockhart, Hillsboro.	Ransom.....	W. G. Crocker, Lisbon.
Pamlico.....	H. L. Gibbs, Oriental.	Renville.....	Miss M. Sheridan, Mohall.
Pasquotank.....	W. M. Hinton, Elizabeth City.	Richland.....	F. H. Barnes, Wahpeton.
		Rolette.....	E. M. Sherry, Rolla.
Pender.....	T. T. Murphy, Atkinson.	Sargent.....	Henry Ulve, Forman.
Perquimans.....	W. G. Gaither, Hertford.	Sheridan.....	C. F. Eberly, McClusky.
Person.....	G. F. Holloway, Roxboro.		
Pitt.....	W. H. Ragsdale, Greenville.	Stark.....	Miss Mary Nolan, Dickinson.
Polk.....	J. R. Foster, Mill Spring.	Steele.....	Geo. F. Newton, Sherbrooke.
Randolph.....	S. T. Lassiter, Asheville.		
Richmond.....	W. R. Coppedge, Rockingham.		
Robeson.....	J. R. Poole, Lumberton.		

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
NORTH DAKOTA—continued.		OKLAHOMA—contd.	
Stutsman.....	Miss M. E. McGinnis, Jamestown.	Pontotoc.....	T. F. Pierce, Ada.
Towner.....	Miss M. Sorenson, Cando.	Pottawatomie.....	C. Robison, Tecumseh.
Traill.....	Miss G. Wambheim, Hillsboro.	Pushmataha.....	W. C. Payne, Antlers.
Walsh.....	Edward Erickson, Grafton.	Roger Mills.....	T. C. Moore, Cheyenne.
Ward.....	E. G. Warren, Minot.	Rogers.....	B. H. Hester, Claremore.
Wells.....	Miss M. T. Regan, Fessenden.	Seminole.....	Dow Dunaway, Wewoka.
Williams.....	Mrs. M. P. Tatem, Williston.	Sequoyah.....	Fred Mershon, Ballisaw.
OKLAHOMA.		Stephens.....	G. A. Witt, Duncan.
Adair.....	J. B. Johnson, Stilwell.	Swanson.....	Joseph Beasley, Snyder.
Alfalfa.....	J. W. Higginbotham, Cherokee.	Texas.....	Miss N. B. Lynch, Guymon.
Atoka.....	T. S. Norwood, Atoka.	Tillman.....	A. A. Rogers, Frederick.
Beaver.....	John E. Swalm, Beaver.	Tulsa.....	Wm. Sattgast, Tulsa.
Beckham.....	Miss M. Barrett, Sayre.	Wagoner.....	Chas. Comstock, Wagoner.
Blaine.....	Miss D. M. Pratt, Watonga.	Washington.....	Miss A. P. Morgan, Bartlesville.
Bryan.....	C. L. Neeley, Durant.	Washita.....	T. H. Hubbard, Cordell.
Caddo.....	Miss N. Daniels, Anadarko.	Woods.....	F. O. Hays, Alva.
Canadian.....	Miss Irma South, El Reno.	Woodward.....	W. L. Pittman, Woodward.
Carter.....	Fred E. Tucker, Ardmore.	OREGON.	
Cherokee.....	A. K. Ralston, Tahlequah.	Baker.....	J. F. Smith, Baker City.
Choctaw.....	J. T. Reed, Hugo.	Benton.....	H. L. Mack, Corvallis.
Cimarron.....	Walter Kennedy, Boise City.	Clackamas.....	T. J. Gary, Oregon City.
Cleveland.....	B. R. McDonald, Norman.	Clatsop.....	Emma C. Warren, Astoria.
Coal.....	M. H. Caywood, Coalgate.	Columbia.....	J. H. Collins, St. Helens.
Comanche.....	J. A. Johnson, Lawton.	Coos.....	W. H. Bunch, Coquille.
Craig.....	H. W. C. Shelton, Vinita.	Crook.....	R. A. Ford, Prineville.
Creek.....	Jesse Burgess, Sapulpa.	Curry.....	W. S. Guerin, Langlois.
Custer.....	Mrs. N. A. Snider, Arapaho.	Douglas.....	T. Chaney, Roseburg.
Delaware.....	J. Grover Scales, Grove.	Gilliam.....	J. C. Sturgill, Condon.
Dewey.....	E. B. Reay, Taloga.	Grant.....	W. W. Austen, Hamilton.
Ellis.....	J. A. McLain, Arnett.	Harney.....	L. M. Hamilton, Burns.
Garfield.....	George Rainey, Enid.	Hood River.....	C. D. Thompson, Hood River.
Garvin.....	Miss P. Bradfield, Pauls Valley.	Jackson.....	J. Percy Wells, Jacksonville.
Grady.....	G. F. Newell, Chikasha.	Josephine.....	L. Savage, Grants Pass.
Grant.....	Chas. M. Jacobson, Medford.	Klamath.....	J. G. Swan, Klamath Falls.
Greer.....	Geo. W. Sims, Mangum.	Lake.....	J. Q. Willis, Lakeview.
Harmon.....	G. P. Morton, Hollis.	Lane.....	H. C. Baughman, Eugene.
Harper.....	Mrs. A. L. Criswell, Buffalo.	Lincoln.....	R. P. Goin, Toledo.
Haskell.....	M. L. Cotton, Stigler.	Linn.....	W. L. Jackson, Albany.
Hughes.....	H. S. Mathis, Holdenville.	Malheur.....	B. L. Milligan, Ontario.
Jackson.....	J. M. Dale, Altus.	Marion.....	W. M. Smith, Salem.
Jefferson.....	L. L. Wade, Ryan.	Morrow.....	S. E. Notson, Heppner.
Johnston.....	Miss L. Daniel, Tishomingo.	Multnomah.....	R. F. Robinson, Portland.
Kay.....	E. A. Duke, Newkirk.	Polk.....	H. C. Seymour, Dallas.
Kingfisher.....	Geo. E. Moore, Kingfisher.	Sherman.....	W. C. Bryant, Moro.
Kiowa.....	Miss A. E. Lane, Hobart.	Tillamook.....	W. S. Buel, Tillamook.
Latimer.....	A. A. O'Malley, Wilburton.	Umatilla.....	E. K. Welles, Pendleton.
Le Flore.....	A. H. Crouthamel, Poteau.	Union.....	E. E. Bragg, La Grande.
Lincoln.....	P. G. Rawdon, Chandler.	Wallowa.....	J. C. Conley, Enterprise.
Logan.....	Neil Humphrey, Guthrie.	Wasco.....	Justus T. Neff, The Dalles.
Love.....	T. D. Felts, Marietta.	Washington.....	M. C. Case, Hillsboro.
McClain.....	A. J. French, Purcell.	Wheeler.....	H. J. Simmons, Fossil.
McClintock.....	P. K. Facon, Idabel.	Yamhill.....	S. S. Duncan, McMinnville.
McIntosh.....	Chessie McIntosh, Euflata.	PENNSYLVANIA.	
Major.....	Chas. A. Wright, Fairview.	Adams.....	H. Milton Roth, Gettysburg.
Marshall.....	Wesley Fox, Madill.	Allegheny.....	Saml. Hamilton, Wilkensburg.
Mayes.....	Miss C. Archer, Pryor.	Armstrong.....	W. A. Patton, Kittanning.
Murray.....	E. L. Newman, Sulphur.	Beaver.....	David C. Locke, Monaca.
Muskogee.....	Ewing N. Collette, Muskogee.	Bedford.....	V. E. P. Barkman, Bedford.
Noble.....	C. G. Vannest, Perry.	Berks.....	E. M. Rapp, Reading.
Nowata.....	Miss J. Mason, Nowata.	Blair.....	H. S. Davis, Altoona.
Okfuskee.....	J. D. Nelson, Okemah.	Bradford.....	H. S. Putnam, Towanda.
Oklahoma.....	Mrs. A. B. Love, Oklahoma.	Bucks.....	J. H. Hoffman, Doylestown.
Okmulgee.....	E. B. Shotwell, Okmulgee.	Butler.....	F. A. McClung, Butler.
Osage.....	W. E. Gill, Pawhuska.	Cambria.....	M. S. Benz, Ebensburg.
Ottawa.....	J. T. Davis, Miami.	Cameron.....	C. E. Plasterer, Emporium.
Pawnee.....	Jno. Stroemider, Pawnee.	Carbon.....	J. J. Bevan, Mauch Chunk.
Payne.....	F. D. Harnden, Stillwater.	Center.....	D. O. Eppers, State College.
Pittsburg.....	L. E. Christian, McAlester.	Chester.....	G. W. Moore, Erldoum.
		Clarion.....	N. E. Heister, Clarion.
		Clearfield.....	Wm. E. Tobias, Clearfield.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
PENNSYLVANIA—continued.		SOUTH CAROLINA—continued.	
Clinton.....	I. N. McCloskey, Lock Haven.	Fairfield.....	T. M. Jordan, Winnsboro.
Columbia.....	Wm. W. Evans, Bloomsburg.	Florence.....	A. H. Gasque, Florence.
Crawford.....	P. D. Blair, Meadville.		
Cumberland.....	J. Kelso Green, Carlisle.	Georgetown.....	J. W. Doar, Georgetown.
Dauphin.....	H. V. B. Garver, Middletown.	Greenville.....	J. B. Davis, Greenville.
Delaware.....	A. G. C. Smith, Media.	Greenwood.....	J. F. Wideman, Greenwood.
Elk.....	J. W. Sweeney, St. Marys.	Hampton.....	J. W. Rouse, Hampton.
Erie.....	I. H. Russell, North East.	Horry.....	S. H. Brown, Conway.
Fayette.....	C. G. Lewellyn, Brownsville.	Jasper.....	R. M. Jefferies, Ridgeland.
Forest.....	J. O. Carson, Tionesta.	Kershaw.....	I. J. McKenzie, Camden.
Franklin.....	L. E. Smith, Chambersburg.	Lancaster.....	A. C. Rowell, Lancaster.
Fulton.....	B. C. Lamberson, McConnellsburg.	Laurens.....	Geo. L. Pitts, Laurens.
Greene.....	H. D. Freeland, Waynesburg.	Lee.....	J. T. Munnerlyn, Bishopville.
Huntingdon.....	J. G. Dell, Huntingdon.	Lexington.....	A. D. Martin, Lexington.
Indiana.....	J. F. Chapman, Indiana.	Marion.....	W. C. Rogers, Marion.
Jefferson.....	L. Mayne Jones, Brookville.	Marlboro.....	A. L. Easterling, Bennettsville.
Juniata.....	Josiah H. Deen, Academia.	Newberry.....	E. H. Aull, Newberry.
Lackawanna.....	J. C. Taylor, Scranton.	Oconee.....	W. C. Hughes, Walhalla.
Lancaster.....	Daniel Fleisher, Lancaster.	Orangeburg.....	L. W. Livingston, Orangeburg.
Lawrence.....	W. Lee Gilmore, New Castle.	Pickens.....	R. T. Hallum, Pickens.
Lebanon.....	John W. Snoke, Lebanon.	Richland.....	S. M. Clarkson, Columbia.
Lehigh.....	Alvin Rupp, Allentown.	Saluda.....	J. A. Carson, Saluda.
Luzerne.....	F. P. Hopper, Wilkes-Barre.	Spartanburg.....	J. H. Brannon, Spartanburg.
Lycoming.....	G. B. Milnor, Muncy.	Sumter.....	J. H. Haynsworth, Sumter.
McKean.....	C. W. Lillibridge, Smethport.	Union.....	T. H. Gore, Union.
Mercer.....	H. E. McConnell, Mercer.	Williamsburg.....	J. G. McCullough, Kingstree.
Mifflin.....	James F. Wills, Belleville.	York.....	J. W. Quinn, Yorkville.
Monroe.....	Frank Koehler, Stroudsburg.		
Montgomery.....	J. H. Landis, Norristown.	SOUTH DAKOTA.	
Montour.....	C. W. Derr, Washingtonville.	Aurora.....	D. F. Baughman, Plankinton.
Northampton.....	Geo. A. Grim, Nazareth.	Brown.....	M. M. Guhin, Aberdeen.
Northumberland.....	I. H. Nausser, Sunbury.	Beadle.....	Fred L. Shaw, Huron.
Perry.....	D. A. Kline, New Bloomfield.	Bennett.....	Minnie C. Robertson, Allen.
Pike.....	L. Westbrook, Matamoras.	Bonhomme.....	Mrs. M. E. Muller, Tyndall.
Potter.....	R. O. Weippling, Coudersport.	Brookings.....	Gertrude Stedman, Brookings.
Schuylkill.....	L. Seltzer, Pottsville.	Brule.....	Evalina Rossman, Chamberlain.
Snyder.....	T. A. Stetler, Middleburg.	Buffalo.....	Nettie S. Fraser, Gann Valley.
Somerset.....	D. W. Seibert, Somerset.	Butte.....	Susie Bird, Bellefourche.
Sullivan.....	J. E. R. Kilgore, Dushore.	Campbell.....	A. Wosnuk, Mound City.
Susquehanna.....	Geo. A. Stearns, Kingsley.	Custer.....	Mary Heumphreus, Custer.
Tioga.....	E. A. Retan, Mansfield.		
Union.....	Wm. W. Spigelmyer, Mifflinburg.	Codington.....	C. K. Overhulse, Watertown.
Venango.....	D. W. Armstrong, Franklin.	Corson.....	C. H. Belknap, McIntosh.
Warren.....	C. S. Knapp, Warren.	Clay.....	Alice Coon, Vermillion.
Washington.....	L. R. Crumrine, Washington.	Clark.....	J. W. Cotes, Clark.
Wayne.....	J. J. Koehler, Honesdale.	Charles Mix.....	J. V. Murphy, Platte.
Westmoreland.....	Robt. C. Shaw, Greensburg.	Davison.....	O. E. Browne, Mitchell.
Wyoming.....	F. H. Jarvis, Tunkhannock.	Day.....	J. H. Hetley, Webster.
York.....	C. W. Stine, York.	Deuel.....	W. G. Parish, Clear Lake.
		Dewey.....	P. S. Jones, Timber Lake.
		Douglas.....	T. J. Markey, Armour.
SOUTH CAROLINA.		Edmunds.....	Jannette Lewis, Ipswich.
Abbeville.....	J. F. Hammond, Abbeville.	Fall River.....	Irene Ferguson, Hot Springs.
Aiken.....	C. H. Seigler, Aiken.	Faulk.....	Mrs. Hattie Marsh, Faulkton.
Anderson.....	R. A. Abrams, Anderson.	Gregory.....	G. G. Warner, Fairfax.
Bamberg.....	R. W. D. Rowell, Bamberg.	Grant.....	Fred B. Purdy, Milbank.
Barnwell.....	H. J. Crouch, Barnwell.	Hand.....	May Rudd, Miller.
Beaufort.....	B. H. Boyd, Hardeeville.	Harding.....	Anna J. Sparks, Buffalo.
Berkeley.....	C. W. Sanders, Moncks Corner.	Hutchinson.....	F. C. Beers, Parkston.
Calhoun.....	D. S. Murphy, St. Matthews.	Hanson.....	Ethelyn Graves, Alexandria.
Charleston.....	E. P. Waring, Charleston.	Hamlin.....	Allin Axford, Castletown.
Cherokee.....	E. S. McKown, Gaffney.	Hughes.....	Wallace Calhoun, Pierre.
Chester.....	W. D. Knox, Chester.	Hyde.....	Nettie W. Welch, Highmore.
Chesterfield.....	Kirby Rivers, Chesterfield.	Jerauld.....	Florence Murray, Wessington Springs.
Clarendon.....	E. J. Browne, Manning.	Kingsbury.....	H. M. Best, De Smet.
Colleton.....	H. W. Black, Walterboro.	Lake.....	Mrs. A. C. Odee, Madison.
Darlington.....	T. E. Stokes, Darlington.	Lawrence.....	Florence Glenn, Deadwood.
Dillon.....	R. S. Rogers, Dillon.	Lincoln.....	Dilla E. Wimple, Canton.
Dorchester.....	J. J. Howell, St. George.	Lyman.....	C. Ina Butley, Ocooma.
Edgefield.....	W. W. Fuller, Edgefield.	McCook.....	E. A. Kaech, Salem.
		Meade.....	Mary Daly, Sturgis.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
SOUTH DAKOTA—continued.		TENNESSEE—CON.	
Mellette.....	Sadie E. Shives, White River.	Lake.....	R. C. Donaldson, Tipton.
Moody.....	Daisy D. Carr, Flandreau.	Lauderdale.....	G. C. McLeod, Sibley.
McPherson.....	Lynn Sloeum, Leola.	Lawrence.....	Jesse McArtee, Lawrence.
Marshall.....	Elise V. Horck, Britton.	Lewis.....	Jos. A. White, Hartsburg.
Minnehaha.....	T. T. Thompson, Sioux Falls.	Lincoln.....	Jesse Hardin, Fayetteville.
Mixer.....	Nellie C. Delaney, Howard.	Loudon.....	M. R. M. Burke, Athens.
Perkins.....	Frank Salisbury, Bison.	McMinn.....	Terry Abernathy, Mount.
Potter.....	W. J. Breene, Gettysburg.	McNairy.....	H. H. Houser, Edisto Springs.
Pennington.....	Mattie McMichael, Rapid City.	Madison.....	R. E. L. Bynum, Jackson.
Roberts.....	Bonnie F. Andrews, Sisseton.	Marion.....	A. S. Kelly, Jasper.
Sanborn.....	Mrs. N. Cook, Woonsocket.	Marshall.....	J. G. Stinson, Lancaster.
Stanley.....	Grace R. Porter, Fort Pierre.	Maury.....	J. P. Graham, Columbia.
Spink.....	W. H. Beckman, Redfield.	Meigs.....	L. F. Rice, Decatur.
Sully.....	T. L. Mitchell, Onida.	Monroe.....	S. F. Parker, Madison.
Tripp.....	Mary B. Campbell, Winner.	Montgomery.....	Elliott Buckner, Coveville.
Turner.....	Joseph Swenson, Parker.	Moore.....	Miss Coca Whisman, Cynthiana.
Union.....	Kathryn French, Elk Point.	Morgan.....	J. C. Webster, Warrenton.
Walworth.....	Guy Schellenger, Selby.	Obion.....	C. L. Ridings, Union City.
Yankton.....	Theodore Halla, Yankton.	Overton.....	A. J. Taylor, Livingston.
Ziebach.....	G. M. Drummond, Dupree.	Perry.....	R. H. Gray, Benton.
		Pickett.....	W. J. Babb, Bryn Mawr.
TENNESSEE.		Polk.....	W. B. Rucker, Boston.
Anderson.....	Allan C. Duggins, Clinton.	Putnam.....	J. M. Hatfield, Cookeville.
Bedford.....	W. E. Thompson, Unionville.	Rhea.....	W. E. Stephens, Dayton.
Benton.....	M. L. Hardin, Camden.	Roane.....	E. B. Booth, Kingsport.
Bledsoe.....	Mrs. C. T. Chisam, Pikeville.	Robertson.....	O. H. Bernard, Springfield.
Blount.....	H. B. McCall, Maryville.	Rutherford.....	J. D. Jacobs, Murfreesboro.
Bradley.....	S. Y. Adcock, Cleveland.	Scott.....	M. L. McDonald, Huntsville.
Campbell.....	E. A. Gaylor, Coal Creek.	Sequatchie.....	W. V. Freiley, Dunlap.
Cannon.....	L. E. Summers, Woodbury.	Sevier.....	Miss Mabel Williams, Memphis.
Carroll.....	D. T. Barnhill, Lavinia.	Shelby.....	J. C. Nichols, Elmwood.
Carter.....	M. D. Allen, Elizabethton.	Smith.....	W. C. Howell, Dover.
Cheatham.....	P. H. Duke, Ashland City.	Stewart.....	J. E. L. Seneker, Bloomfield.
Chester.....	N. B. Hardeman, Henderson.	Sullivan.....	T. W. Hunter, Gallatin.
Claiborne.....	Geo. N. Cupp, New Tazewell.	Sumner.....	L. E. Gwinn, Covington.
Clay.....	J. T. Ford, Selma.	Tipton.....	W. T. Callie, Hartsville.
Cocke.....	R. P. Driskell, Newport.	Trousdale.....	R. W. H. Gilbert, Erwin.
Coffee.....	J. G. Warden, Manchester.	Union.....	Jas. H. Keller, Maynardville.
Crockett.....	J. R. McDonald, Belts.	Van Buren.....	W. C. Sparkman, Sparkman.
Cumberland.....	J. S. Cline, Crossville.	Warren.....	W. B. Clark, McMinnville.
Davidson.....	Walter Anderson, Nashville.	Washington.....	E. S. Depew, Jonesboro.
Decatur.....	G. L. Wortham, Decaturville.	Wayne.....	J. W. Gallien, Pleasant Valley.
Dekalb.....	Jno. S. Wood, Smithville.	Weakley.....	Syl Fisher, Sharon.
Dickson.....	R. E. Corlew, Charlotte.	White.....	J. W. McPeak, Sparta.
Dyer.....	Miss J. D. Walker, Dyersburg.	Williamson.....	Fred J. Page, Franklin.
Fayette.....	D. K. Donnell, Rossville.	Wilson.....	W. H. Knox, Watertown, R. F. D. 1.
Fentress.....	W. F. Mullinix, Jamestown.		
Franklin.....	Austin W. Smith, Winchester.		
Gibson.....	J. B. Cummings, Trenton.		
Giles.....	B. H. Gaultney, Pulaski.		
Grainger.....	H. G. Farmer, Rutledge.		
Greene.....	Mrs. J. F. King, Greeneville.		
Grundy.....	Jno. T. White, Pelham.		
Hamblen.....	J. D. Self, Morristown.		
Hamilton.....	J. B. Brown, Chattanooga.		
Hancock.....	M. E. Testerman, Kyles Ford.		
Hardeman.....	J. A. Alford, Bolivar.		
Hardin.....	C. A. Lowe, Savannah.		
Hawkins.....	C. H. Richardson, Rogersville.		
Haywood.....	T. R. Ogilvie, Brownsville.		
Henderson.....	W. H. Dennison, Lexington.		
Henry.....	Joe Routon, Paris.		
Hickman.....	G. C. Harvill, Centerville.		
Houston.....	D. J. McAulay, Erin.		
Humphreys.....	W. L. Rochelle, Waverly.		
Jackson.....	J. F. Gaines, Gainesboro.		
James.....	J. D. Campbell, Ooltewah.		
Jefferson.....	W. E. Woodward, Dandridge.		
Johnson.....	F. C. Dougherty, Mountain City.		
Knox.....	M. W. Wilson, Knoxville.		

¹ County Judge is ex officio county superintendent.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
TEXAS—continued.		TEXAS—continued.	
Borden ¹	J. J. Good, Gail.	Gillespie ¹	Max Blum, Fredericksburg.
Beaue.....	C. L. Batson, Meridian.	Glasscock ¹	G. L. Bogard, Garden City.
Bowie.....	Lee Tidwell, Boston.	Goliad ¹	H. J. Passmore, Goliad.
Brasoria.....	J. P. Taylor, Angleton.	Gonzales.....	A. B. Corder, Gonzales.
Brasos.....	T. W. Parker, Bryan.	Gray ¹	R. E. Williams, Lefora.
Brewster ¹	A. M. Turney, Alpine.	Grayson.....	Tom Smith, Sherman.
Briscoe.....	Fred Bifle, Silverton.	Gregg.....	J. Henry Smith, Longview.
Brooks ¹	J. A. Brooks, Falfurrias.	Grimes.....	W. S. Barron, Anderson.
Brown.....	Courtney Gray, Brownwood.	Guadalupe.....	J. B. Williams, Seguin.
Burleson.....	Frank Kadanka, Caldwell.	Hale ¹	George L. Mayfield, Plain view.
Burnet ¹	J. G. Cook, Burnet.	Hall ¹	John D. Bird, Memphis.
Caldwell.....	Joseph Hatchett, Lockhart.	Hamilton.....	B. H. Hill, Hamilton.
Calhoun ¹	Willett Wilson, Port Lavaca.	Hansford ¹	C. C. Beck, Hansford.
Callahan.....	W. C. Tisdale, Baird.	Hardeman ¹	W. S. Banister, Quanah.
Cameron.....	E. H. Goodrich, Brownsville.	Hardin.....	Eugene Oliver, Kountze.
Camp ¹	G. C. Engledow, Pittsburg.	Harris.....	L. L. Fugh, Houston.
Carson ¹	Fayette Ratliff, Panhandle.	Harrison.....	J. W. Cypress, Marshall.
Cass.....	M. G. Bates, Linden.	Hartley ¹	R. R. Elkin, Channing.
Castro ¹	M. F. Barber, Dimmitt.	Haackel.....	T. C. Williams, Haskell.
Chambers ¹	H. H. Jackson, Abilene.	Hays.....	John H. Saunders, San Marcos.
Cherokee.....	E. L. Penland, Rusk.	Hemphill.....	J. L. Jennings, Canadian.
Childress ¹	W. G. Gross, Childress.	Henderson.....	C. D. Owen, Athens.
Clay.....	J. S. Holaday, Henrietta.	Hidalgo.....	R. A. Marsh, Edinburg.
Coke ¹	G. S. Arnold, Robert Lee.	Hill.....	Fred J. Shipley, Hillsboro.
Coleman.....	G. W. McDonald, Coleman.	Hockley ¹	John R. McGee, Lubbock.
Collin.....	G. W. West, McKinney.	Hood ¹	J. P. Mahan, Granbury.
Collingsworth ¹	R. H. Cooke, Jr., Wellington.	Hopkins.....	John Hurley, Sulphur Springs.
Colorado.....	C. K. Quin, Columbus.	Houston.....	J. F. Mangum, Crockett.
Comal ¹	Adolf Stetin, New Braunfels.	Howard ¹	M. H. Morrison, Big Springs.
Comanche.....	W. D. Jenkins, Comanche.	Hunt.....	J. A. Thomas, Greenville.
Concho ¹	C. F. Cottrell, Paint Rock.	Hutchison ¹	R. A. Spurlock, Plemmons.
Cooke.....	E. N. Blackburn, Gainesville.	Irion ¹	W. F. Fokes, Sherwood.
Coryell.....	A. M. Sams, Gatesville.	Jack.....	C. C. Beck, Jacksboro.
Cottle ¹	W. E. Prescott, Paducah.	Jackson ¹	L. F. Wells, Edna.
Crane ¹	L. M. Wilson, Odessa.	Jasper.....	I. S. Bean, Jasper.
Crockett ¹	Chas. E. Davidson, Osoma.	Jeff Davis ¹	J. P. Weatherby, Fort Davis.
Crosby ¹	Pink L. Parrish, Crosbyton.	Jefferson.....	W. H. Farmer, Beaumont.
Culberson ¹	Joe Irby, Van Horn.	Jim Wells ¹	W. R. Perkins, Alice.
Dallam ¹	C. S. Harrington, Dalhart.	Johnson.....	W. J. Carroll, Cleburne.
Dallas.....	M. F. Horton, Dallas.	Jones.....	L. T. Cunningham, Anson.
Dawson ¹	J. M. Baker, Lamesa.	Karnes.....	J. H. Blanton, Karnes City.
Deaf Smith ¹	C. D. Wright, Hereford.	Kaufman.....	J. B. Weaver, Kaufman.
Delta.....	E. A. Watson, Cooper.	Kendall ¹	J. W. Lawhon, Boerne.
Denton.....	J. J. McCook, Denton.	Kent ¹	B. L. Glenn, Clairemont.
De Witt.....	L. G. Covey, Cuero.	Kerr ¹	Lee Wallace, Kerrville.
Dickens ¹	F. C. Gipson, Dickens.	Kimble ¹	W. A. Spencer, Junction City.
Dimmitt ¹	J. B. Gibson, Carrizo Springs.	King ¹	Jas. H. Lynn, Guthrie.
Donley ¹	J. H. O'Neal, Clarendon.	Kinney ¹	Joseph Veltman, Brackettville.
Duval ¹	S. H. Woods, San Diego.	Knox ¹	J. H. Milam, Benjamin.
Eastland.....	C. D. Judd, Eastland.	Lamar.....	W. H. Snow, Paris.
Ector ¹	L. M. Wilson, Odessa.	Lamb ¹	H. R. Miller, Olton.
Edwards ¹	A. P. Allison, Rock Springs.	Lampasas ¹	M. M. White, Lampasas.
Ellis.....	E. G. Grafton, Waxahachie.	La Salle ¹	C. C. Thomas, Cotulla.
El Paso.....	J. E. Rainer, El Paso.	Lavaca.....	William Eilers, Hallettsville.
Erath.....	W. G. Sears, Stephenville.	Lee.....	C. M. Bishop, Hiddings.
Falls.....	A. W. Eddins, Marlin.	Leon.....	J. M. Henderson, Centerville.
Fannin.....	R. M. Parker, Bonham.	Liberty ¹	I. B. Simmons, Liberty.
Fayette.....	G. A. Stierling, La Grange.	Limestone.....	J. T. Cox, Groesbeck.
Fisher.....	W. R. Timmons, Roby.	Lipscomb ¹	P. B. Mills, Lipscomb.
Floyd ¹	F. P. Henry, Floydada.	Live Oak ¹	W. A. Hill, Oakville.
Foard ¹	T. W. Staton, Crowell.	Llano ¹	A. H. Wilbern, Llano.
Fort Bend.....	John H. Stanley, Richmond.	Loving ¹	John Y. Leavell, Peecos.
Franklin ¹	G. E. Cowan, Mount Vernon.	Lubbock ¹	John E. McGee, Lubbock.
Freestone.....	B. S. Fryer, Fairfield.	Lynn ¹	G. W. Perryman, Tahoka.
Frio ¹	S. T. Dowe, Pearsall.	Madison ¹	Thos. D. Clark, Madisonville.
Gaines ¹	D. J. Thomas, Seminole.	Marion.....	Alice Emmert, Jefferson.
Galveston.....	J. M. Fendley, Galveston.		
Garza ¹	J. M. Boren, Post City.		

¹ County judge is ex officio county superintendent.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
TEXAS—continued.		TEXAS—continued.	
Martin ¹	J. Turner Vance, Stanton.	Throckmorton ¹	T. J. Wright, Throckmorton.
Mason ¹	S. A. McCallum, Mason.	Titus.....	P. H. Rogers, Mount Pleasant.
Matagorda.....	Thomas H. Lewis, Bay City.	Tom Green.....	W. L. Hughes, San Angelo.
Maverick ¹	Ben V. King, Eagle Pass.		
McCulloch.....	J. K. Baze, Brady.	Travis.....	Wade M. Smith, jr., Austin.
McLennan.....	R. L. Abbott, Waco.	Trinity.....	W. B. Mills, Groveton.
McMullen ¹	J. W. Martin, Tilden.	Tyler.....	Grover C. Lowe, Woodville.
Medina.....	W. N. Saathoff, Hondo.	Upshur.....	A. F. Sheppard, Gilmer.
Menard ¹	J. D. Scruggs, Menardville.	Upton ¹	L. W. Ainsworth, Upland.
Midland ¹	J. H. Knowles, Midland.	Uvalde ¹	T. M. Milam, Uvalde.
		Val Verde.....	N. S. Jones, Del Rio.
Milam.....	Frank J. Clement, Cameron.	Van Zandt.....	F. M. Chancellor, Canton.
Mills ¹	S. H. Allen, Goldthwaite.	Victoria.....	I. E. Ratcliff, Victoria.
Mitchell ¹	A. J. Coe, Colorado.	Walker.....	C. A. Bennick, Huntsville.
Montague.....	W. W. Snodgrass, Montague.		
Montgomery.....	N. E. Heard, Conroe.	Waller.....	T. A. Kelley, Hempstead.
Moore ¹	J. W. Fox, Dumas.	Ward ¹	J. E. Starley, Barstow.
Morris ¹	C. M. Henderson, Daingerfield.	Washington.....	C. Klaerner, Brenham.
		Webb.....	B. Richardson, Laredo.
Motley ¹	W. T. Patton, Matador.	Wharton.....	Oswald Garrett, Wharton.
Nacogdoches.....	W. B. Hargis, Nacogdoches.	Wheeler ¹	J. B. Reynolds, Wheeler.
Navarro.....	O. L. Albritton, Corsicana.	Wichita.....	H. A. Fairchild, Wichita Falls.
		Wilbarger.....	E. L. Witty, Vernon.
Newton ¹	G. C. Colson, Newton.	Williamson.....	Joe A. Hudson, Georgetown.
Nolan ¹	John J. Ford, Sweetwater.	Wilson.....	J. E. Swift, Floresville.
Nueces.....	Nat Benton, Corpus Christi.		
Ochiltree ¹	R. I. Hanna, Ochiltree.	Winkler ¹	L. B. Murray, Kermit.
Oldham ¹	T. B. Jones, Tascosa.	Wise.....	D. J. Simpson, Decatur.
Orange ¹	O. R. Sholars, Orange.	Wood.....	J. U. Searcy, Quitman.
Palo Pinto.....	H. T. Beckworth, Palo Pinto.	Yoakum ¹	W. Holmes, Plains.
Panola.....	Andrew J. Holmes, Carthage.	Young.....	R. Lindsey, Graham.
Parker.....	T. P. Everett, Weatherford.	Zapata ¹	A. P. Spohn, Zapata.
Parmer ¹	R. W. McConnell, Farwell.	Zavala ¹	O. A. Mills, Batesville.
Pecos ¹	John M. Odom, Fort Stockton.	UTAH.	
		Beaver.....	William Joseph, Minersville.
Polk.....	R. H. Jones, Livingston.	Boxelder.....	D. C. Jensen, Brigham City.
Potter ¹	W. M. Jeter, Amarillo.	Cache.....	R. V. Larson, Logan.
Presidio ¹	W. W. Bogel, Marfa.	Carbon.....	C. R. Marcusen, Price.
Rains ¹	O. H. Rodes, Emory.	Days.....	H. C. Burton, Kayville.
Randall ¹	W. D. Scott, Canyon.	Emery.....	Nephi Williams, Castle Dale.
Reagan ¹	W. B. Moore, Stiles.	Garfield.....	O. G. Anderson, Cannonville.
Red River.....	A. W. Diffie, Clarksville.	Grand.....	C. A. Johnson, Moab.
Reeves ¹	John Y. Leavell, Pecos.	Iron.....	R. J. Bryant, Cedar City.
Refugio ¹	W. L. Rea, Refugio.	Juab.....	Ivan C. Dalby, Levan.
Roberts ¹	J. E. Kinney, Miami.	Kane.....	Josephine Seaman, Glendale.
Robertson.....	Otho Baxter, Franklin.	Millard.....	A. J. Ashman, Fillmore.
Rockwall ¹	H. M. Wade, Rockwall.	Morgan.....	Victor R. Bohman, Morcan.
Runnels.....	E. L. Hagan, Ballinger.	Platte.....	Wm. J. Luke, Kintcan.
Rusk.....	C. A. Jay, Henderson.	Rich.....	John Benson, Randolph.
Sabine ¹	T. R. Smith, Hemphill.	Salt Lake.....	
San Augustine ¹	W. C. Ramsey, San Augustine.	Granite district...	B. W. Ashton, Salt Lake City.
		Jordan district...	Orson Ryan, Midvale.
San Jacinto ¹	E. W. Love, Cold Springs.	San Juan.....	A. B. Barton, Bluff City.
San Patricio ¹	P. A. Hunter, Sinton.	Sanpete.....	A. J. Rees, Wales.
San Saba ¹	J. T. Hartley, San Saba.	Sevier.....	E. M. Greenwood, Elsinore.
Schleicher ¹	Joab Campbell, Eldorado.	Summit.....	G. A. Cooper, Kamas.
Scurry ¹	Fritz R. Smith, Snyder.	Tooele.....	Lillian Rowberry, Grantsville.
Shackelford ¹	J. A. King, Albany.	Uinta.....	N. G. Sowards, Vernal.
Shelby.....	J. C. Hunt, Center.	Utah.....	J. Preston Creer, Spanish Fork.
Sherman ¹	J. W. Elliott, Stratford.		
Smith.....	A. W. Orr, Tyler.	Wasatch.....	D. A. Broadbent, Heber City.
Somervell ¹	J. G. Adams, Glen Rose.	Washington.....	E. H. Snow, St. George.
Starr.....	Sam F. Vale, Rio Grande City.	Wayne.....	Joseph Eckersley, Loa.
Stephens ¹	N. N. Rosenquest, Breckenridge.	Weber.....	W. N. Petterson, Ogden.
Sterling ¹	B. F. Brown, Sterling City.	VIRGINIA.²	
		Accomac.....	G. G. Joyner, Onancock.
Stonewall ¹	W. J. Arrington, Aspermont.	Albemarle.....	J. W. Everett, Kewick.
Sutton ¹	E. S. Briant, Sonora.	Alexandria.....	W. T. Hodges, Grantsville.
Swisher ¹	W. F. Hendrix, Tulla.	Alleghany.....	J. O. Jeter, Covington.
Tarrant.....	Lee M. Hammond, Fort Worth.	Amelia.....	C. B. Bowry, Burkeville.
		Amherst.....	F. C. Campbell, Madison Heights.
Taylor.....	E. V. White, Abilene.		
Torrell ¹	J. B. Ross, Sanderson.		
Terry ¹	George W. Neill, Brownfield.		

¹ County judge is ex officio county superintendent.² Division superintendents.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
VIRGINIA—contd.		VIRGINIA—contd.	
Appomattox.....	J. Kirk Hannah, Appomattox.	Nottoway.....	C. B. Bowry, Burkeville.
Augusta.....	F. M. Somerville, Staunton,	Orange.....	C. P. Cowherd, Gordonsville.
	R. F. D. 6.	Page.....	John H. Booton, Luray.
Bath.....	Grattan Payne, Hot Springs.	Patrick.....	G. W. Via, Woolwine.
Bedford.....	S. S. Lambeth, jr., Bedford	Pittsylvania.....	Fletcher B. Watson, Chatham.
	City.	Powhatan.....	Wm. U. Kennon, Boscobel.
		Prince Edward.....	P. T. Atkinson, Hampden-
Bland.....	Frank L. Dunn, Bland.		Sidney.
Botetourt.....	Cary Breckenridge, Fincastle.	Prince George.....	W. W. Edwards, Waverly.
Brunswick.....	W. B. Valentine, Lawrence-	Princess Anne.....	O. B. Mears, Norfolk, R. F.
	ville.		D. 2.
Buchanan.....	W. L. Ownbey, Grundy.	Prince William.....	G. G. Tyler, Haymarket.
Buckingham.....	P. F. Jones, Arvonla.		
Buena Vista.....	J. P. McCluer, Buena Vista.	Pulaski.....	E. L. Darst, Dublin.
Campbell.....	W. L. Garbee, Lawyers.	Rappahannock.....	John H. Booton, Luray.
Caroline.....	John Washington, Milford.	Richmond.....	W. G. Reynolds, Center Cross.
Carroll.....	E. M. Cooley, Pipers Gap.	Roanoke.....	R. E. Cook, Salem.
Charles City.....	W. B. Coggin, Providence	Rockbridge.....	Geo. W. Effinger, Lexington.
	Forge.	Rockingham.....	G. H. Hulvey, Harrisonburg.
		Russell.....	H. W. Fugate, Fugates Hill.
Charlotte.....	S. P. Daniel, Drakes Branch.	Scott.....	W. D. Smith, Gate City.
Charlottesville.....	J. G. Johnson, Charlottesville.	Shenandoah.....	Philip Williams, Woodstock.
Chesterfield.....	W. G. Owens, Richmond.	Smyth.....	B. E. Copenhaver, Marion.
Clarke.....	C. G. Massey, White Post.		
Craig.....	W. O. Martin, New Castle.	Southampton.....	Wm. W. White, Sebrell.
Culpeper.....	J. M. Beckham, Culpeper.	Spotsylvania.....	James Ashby, Musselman.
Cumberland.....	C. W. Dickinson, jr., Carters-	Stafford.....	James Ashby, Musselman.
	ville.	Surry.....	L. N. Savedge, Alliance.
Dickenson.....	I. E. French, Clintwood.	Sussex.....	W. W. Edwards, Waverly.
Dinwiddie.....	E. C. Powell, McKenney.	Tazewell.....	W. A. Thompson, Tazewell.
Elizabeth City.....	John M. Willis, Hampton.	Tenney.....	T. V. Leach, Front Royal.
		Warren.....	J. S. Eastman, Newport News.
Essex.....	W. G. Reynolds, Center Cross.	Warwick.....	W. J. Edmondson, Lodi.
Fairfax.....	M. D. Hall, Burke.	Washington.....	G. W. Murphy, Tucker Hill.
Fauquier.....	E. Albert Smith, Warrenton.	Westmoreland.....	
Floyd.....	P. F. Shelton, Basham.		
Fluvanna.....	H. D. Shepherd, Wilmington.	Wise.....	J. N. Hillman, Coeburn.
Franklin.....	T. H. Dillard, Rocky Mount.	Wythe.....	Geo. R. Huffard, Wytheville.
Frederick.....	M. M. Lynch, Winchester.	York.....	J. S. Eastman, Newport News.
Giles.....	C. A. Hardwick, Newport.		
Gloucester.....	R. A. Folkes, Gloucester.	WASHINGTON.	
Goochland.....	C. W. Dickinson, jr., Carters-	Adams.....	Carolyn Fritz, Ritzville.
	ville.	Asotin.....	W. J. Jerome, Asotin.
Grayson.....	W. S. Hale, Elk Creek.	Benton.....	Wata J. Jones, Prosser.
Greene.....	J. N. Miller, Haywood.	Chehalis.....	N. D. McKillip, Montesano.
Greensville.....	Henry Macdon, North Em-	Chelan.....	Violeta H. Guthrie, Wenat-
	poria.		chea.
Halifax.....	H. J. Watkins, South Boston.	Clallam.....	Mrs. I. M. McNutt, Port An-
Hanover.....	H. Carter Redd, Beaver Dam.		geles.
Henrico.....	A. D. Wright, Richmond.	Clarke.....	J. V. Fike, Vancouver.
Henry.....	J. R. Gregory, Martinsville.	Columbia.....	Flora Morgan, Dayton.
Highland.....	Grattan Payne, Hot Springs.	Cowlitz.....	G. N. Campbell, Kalama.
Isle of Wight.....	Gavin Rawls, Carsville.	Douglas.....	T. C. Hartley, Waterville.
James City.....	M. J. Hoover, Williamsburg.		
King and Queen.....	A. L. Terrell, King William	Ferry.....	E. D. Houghland, Republic.
	Court House.	Franklin.....	J. K. Busch, Pasco.
King George.....	D. F. Coakley, Ferrell.	Garfield.....	Mrs. M. E. Liggett, Pomeroy.
King William.....	A. L. Terrell, King William	Grant.....	C. E. Smith, Ephrata.
	Court House.	Island.....	Leona Kohne, Coupeville.
Lancaster.....	Frank W. Lewis, Moratitoo.	Jefferson.....	J. D. Phillips, Port Townsend.
Lee.....	J. C. Boatright, Jonesville.	King.....	A. B. Burrows, Seattle.
Loudoun.....	W. G. Edmondson, Paeonian	Kitsap.....	T. E. Hulse, Port Orchard.
	Springs.	Kittitas.....	Mrs. G. L. Barkley, Ellens-
Louisa.....	Frank T. West, Trevilians.		burg.
Lunenburg.....	I. T. Wilkinson, Kenbridge.	Klickitat.....	T. C. Anderson, Goldendale.
Lynchburg.....	E. C. Glass, Lynchburg.		
Madison.....	J. N. Miller, Haywood.	Lewis.....	M. L. Carrier, Chehalis.
Mathews.....	E. C. Percifull, Nesting.	Lincoln.....	Wm. U. Neeley, Davenport.
Mecklenburg.....	F. C. Bedinger, Boydton.	Mason.....	Ada F. Myers, Shelton.
Middlesex.....	E. C. Percifull, Nesting.	Okanogan.....	W. E. Gamble, Conconully.
Montgomery.....	J. H. Stephens, Cambria.	Pacific.....	Lottie Bode, South Bend.
Nansemond.....	Lee Britt, Suffolk.	Pend Oreille.....	Hester C. Soules, Newport.
Nelson.....	H. T. Harris, Lovington.	Pierce.....	H. R. Cox, Tacoma.
New Kent.....	W. B. Coggin, Providence	San Juan.....	Nellie Sweeney, Friday Har-
	Forge.		bor.
Norfolk.....	A. H. Foreman, Norfolk.	Skagit.....	Thomas Roush, Mt. Vernon.
Northampton.....	E. G. Tankard, Nassawadox.	Skamania.....	Mrs. Lillie Miller, Stevenson.
Northumberland.....	F. W. Lewis, Moratitoo.	Snohomish.....	Mrs. Lizzie Jones, Everett.
		Spokane.....	F. V. Yeager, Spokane.
		Stevens.....	A. D. Foster, Colville.
		Thurston.....	L. A. Kibbe, Olympia.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
WASHINGTON—con.		WISCONSIN—contd.	
Wahkiakum.....	D. R. McIntosh, Cathlamet.	Bayfield.....	Jessie N. Smith, Washburn.
Walla Walla.....	Mrs. J. Preston, Walla Walla.	Brown.....	J. F. Novitski, Green Bay.
Whatcom.....	Delia L. Keeler, Bellingham.	Buffalo.....	H. J. Niehaus, Alma.
Whitman.....	J. O. Mattoon, Colfax.	Burnett.....	Clara Jacobson, Grantsburg.
Yakima.....	S. S. Busch, North Yakima.	Cahumet.....	L. P. Fox, Chilton.
WEST VIRGINIA.		Chippewa.....	Bertha Trudelle, Chippewa Falls.
Barbour.....	Cleophas Marsh, Philippi.	Clark.....	Elizabeth Kennedy, Nellieville.
Berkeley.....	E. N. Zeller, Inwood.		
Boone.....	W. W. Nelson, Turtle Creek.	Columbia.....	C. W. Smith, Portage.
Braxton.....	W. B. Golden, Flatwoods.	Crawford.....	George Barton, Eastman.
Brooke.....	S. C. Underwood, Wellsburg.	Dane, 1st district.....	S. Ames, Stoughton.
Cabell.....	J. C. Petit, Ona.	Dane, 2d district.....	Genie A. Laws, Maconoma.
Calhoun.....	W. Chenoweth, Euclid.	Dodge.....	John Kelley, Juneau.
Clay.....	J. F. Wilson, Clay.	Door.....	G. A. Bamford, Sturgeon Bay.
Doddridge.....	L. L. Sadler, West Union.	Douglas.....	Olea Larson, Superior.
Fayette.....	J. T. Peters, Dothan.	Dunn.....	J. W. Klingman, Menomonie.
		Eau Claire.....	Theresa A. Leinenkugel, Eau Claire.
Gilmer.....	J. E. Hays, Troy.	Florence.....	L. A. Jones, Florence.
Grant.....	G. B. Harmon, Maysville.		
Greenbrier.....	Chas. Tabcoot, Richlands.	Fond du Lac.....	Julia Ryder, Fond du Lac.
Hampshire.....	Ira V. Cowgill, Romney.	Forest.....	H. A. Kamm, Grandon.
Hancock.....	H. O. Miller, Fughtown.	Grant.....	J. C. Brockert, Lancaster.
Hardy.....	L. S. Halterman, Lost River.	Green.....	J. Carl Penn, Monroe.
Harrison.....	A. P. Morrison, Salem.	Green Lake.....	George V. Kelley, Princeton.
Jackson.....	P. H. Rardin, Clarksburg.	Iowa.....	Jesse A. VanNatta, Dodgeville.
Jefferson.....	J. Grantham, Kearneysville.		
Kanawha.....	N. W. Cavender, Charleston.	Iron.....	Charles D. Lennon, Hurley.
		Jackson.....	Oren D. Siehl, Black River Falls.
Lewis.....	M. L. B. Linger, Weston.	Jefferson.....	A. J. Thorne, Jefferson.
Lincoln.....	Henry F. White, Hamlin.	Juneau.....	Myrta D. Cucnot, Manston.
Logan.....	L. E. Browning, Logan.		
Marion.....	W. M. Kennedy, Fairmont.	Kenosha.....	J. J. Kerwin, Silver Lake.
Marshall.....	H. W. McDowell, Glen Easton.	Kewaunee.....	J. E. Sarama, Kewaunee.
Mason.....	C. D. Ball, Letart.	La Crosse.....	B. F. Oltman, West Salem.
Mercer.....	J. F. Holroyd, Athens.	Lafayette.....	W. G. Mase, Darlington.
Mineral.....	R. W. Thrush, Keyser.	Langlade.....	A. M. Arveson, Antigo.
Mingo.....	HI Maynard, Myrtle.	Lincoln.....	J. H. Hamlin, Merrill.
Monongalia.....	H. E. Brookover, Morgantown.	Manitowoc.....	C. W. Meismest, Manitowoc.
		Marathon.....	Wenael Pivernets, Wausau.
Monroe.....	W. R. Fullen, Salt Sulphur Springs.	Marquette.....	R. C. Ramsay, Pshigtgo.
Morgan.....	A. D. H. Michael, Berkeley Springs.		Duncan H. Reid, Endeavor.
		Milwaukee.....	Hugo A. Pauly, Milwaukee.
McDowell.....	W. C. Cook, Welch.	Monroe.....	M. M. Haney, Sparta.
Nicholas.....	H. Groves, Summersville.	Oconto.....	Ellen B. McDonald, Oconto.
Ohio.....	J. H. Lazear, Fulton Station, Wheeling.	Oneida.....	F. A. Lowell, Rhineclander.
Pendleton.....	Flick Warner, Franklin.	Outagamie.....	A. G. Mesting, Appleton.
Pleasants.....	J. H. Fleming, Adlai.	Ozaukee.....	R. F. Beger, Fredonia.
Pocahontas.....	B. B. Williams, Cass.	Peplin.....	Cynthia Carlisle, Durand.
Preston.....	W. Fortney, Independence.	Pierce.....	O. F. Mattson, Ellsworth.
Putnam.....	J. C. Fish, Red House.	Polk.....	Martin Stenersen, Balsam Lake.
		Portage.....	Frances C. Bannach, Coster.
Raleigh.....	U. S. Dickens, Beckley.		
Randolph.....	W. J. Long, Valley Bend.	Price.....	May McNely, Phillips.
Ritchie.....	R. B. Cokley, Harrisville.	Racine.....	G. J. Zimmerman, Union Grove.
Roane.....	A. L. Thrash, Reedy.		
Summers.....	W. T. Ball, Hinton.	Richland.....	Jacob B. Logue, Richland Center.
Taylor.....	Dallet Newton, Grafton.		
Tucker.....	C. R. Parsons, Porterwood.	Rock.....	O. D. Antisdel, Janesville.
Tyler.....	A. L. Gregg, Middlebourne.	Rusk.....	Oliver E. Rice, Ladysmith.
Upshur.....	J. H. Ashworth, Buckhannon.	St. Croix.....	H. A. Aune, Baldwin.
Wayne.....	O. J. Rife, Wayne.	Sauk.....	Geo. W. Davies, N. Freedom.
		Sawyer.....	Effie M. Harrington, Hayward.
Webster.....	G. R. Morton, Lanes Bottom.	Shawano.....	L. D. Roberts, Shawano.
Wetzel.....	Chas. Kislig, New Martinsville.	Sheboygan.....	H. C. Dornbush, Elkhart Lake.
Wirt.....	Ross Wilson, Hartley.		
Wood.....	E. B. Sims, Williamstown.		
Wyoming.....	C. H. Cook, Pineville.		
WISCONSIN.		Taylor.....	G. B. Smith, Medford.
Adams.....	Maybelle Douglas, Plainville.	Trempealeau.....	Dan P. Gibson, Whitehall.
Ashland.....	W. P. Hagman, Mellen.	Vernon.....	H. L. Gardner, Viroqua.
Barron.....	L. S. Cheney, Barron.	Vilas.....	Grant Cook, Eagle River.
		Walworth.....	Helen Martin, Elkhorn.
		Washburn.....	Neva J. Adams, Spooner.
		Washington.....	Geo. T. Carlin, West Bend.

V.—COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	County.	Superintendent.
WISCONSIN—contd.		WYOMING—contd.	
Waukeesa.....	G. B. Rhoads, Waukeesa.	Crook.....	Miss N. Truax, Sundance.
Waupaca.....	W. E. Switzer, Chiltonville.	Fremont.....	Mrs. Ella Farthing, Lander.
Waushara.....	Edward Coates, Wautoma.	Johnson.....	Mrs. M. B. Simsel, Buffalo.
Winnebago.....	H. B. Patch, Oshkosh.	Laramie.....	Mrs. M. E. Heffernan, Cheyenne.
Wood.....	George Varney, Vesper.	Natrona.....	May Hamilton, Casper.
WYOMING.		Park.....	Miss J. Hitchcock, Cody.
Albany.....	Mrs. N. Artise Erickson, Laramie.	Sheridan.....	Miss E. K. O. Clark, Sheridan.
Big Horn.....	A. F. Fillerup, Lovell.	Sweetwater.....	Miss M. R. Baird, Rock Springs.
Converse.....	Maud Dawes, Douglas.	Uinta.....	Miss Iva Irish, Evanston.
Carbon.....	Miss F. B. Smith, Rawlins.	Weston.....	Miss O. Carpenter, Upton.

VI.—UNIVERSITY AND COLLEGE PRESIDENTS.

Location.	University or college.	Name of president.
ALABAMA.		
Birmingham.....	Birmingham College.....	Rev. John D. Simpson, D. D.
Athens.....	Athens Female College.....	Miss Mary N. Moore.
Auburn.....	Alabama Polytechnic Institute.....	Charles C. Thach, LL. D.
Eastlake.....	Howard College.....	Rev. James M. Shelburne, D. D.
Greensboro.....	Southern University.....	Andrew Siedd, LL. D.
Marion.....	Judson College.....	Rev. Robert G. Patrick, D. D.
Montgomery.....	Woman's College of Alabama.....	William E. Martin, Ph. D.
St. Bernard.....	St. Bernard College.....	Rev. Bernard Menges, O. S. B.
Spring Hill.....	Spring Hill College.....	Rev. Francis X. Twelmeyer, S. J.
Talladega.....	Alabama Synodical College for Women.....	Rev. T. Peyton Walton.
Tuscaloosa.....	Central Female College.....	Rev. B. F. Giles, A. M.
Do.....	Tuscaloosa Female College.....	R. J. Holston, A. M.
University.....	University of Alabama.....	George H. Denny, LL. D.
ARIZONA.		
Tucson.....	University of Arizona.....	Arthur H. White, Ph. D.
ARKANSAS.		
Arkadelphia.....	Henderson-Brown College.....	Geo. H. Crowell.
Do.....	Onachita College.....	Robert G. Bowers, D. D.
Batesville.....	Arkansas College.....	Eugene R. Long, Ph. D.
Clarksville.....	Arkansas Cumberland College.....	E. E. Morris, D. D.
Conway.....	Central College.....	John W. Conger.
Do.....	Hendrix College.....	Rev. A. C. Miller, D. D.
Fayetteville.....	University of Arkansas.....	J. H. Reynolds, A. M., acting.
Little Rock.....	Philander Smith College (colored).....	Rev. J. M. Cox, D. D.
CALIFORNIA.		
Berkeley.....	University of California.....	Benj. Ide Wheeler, LL. D.
Claremont.....	Pomona College.....	James A. Blaisdell, M. A.
Los Angeles.....	Occidental College.....	John W. Baer, LL. D.
Do.....	St. Vincents College.....	Rev. J. S. Glass, C. M., D. D.
Do.....	University of Southern California.....	Rev. George F. Bovard, LL. D.
Mills College.....	Mills College.....	Luella Clay Carson, LL. D.
Oakland.....	St. Mary's College.....	Rev. Brother Fabrician, F. S. C.
Pasadena.....	Throop Polytechnic Institute.....	James A. B. Scherer, LL. D.
San Francisco.....	St. Ignatius University.....	Rev. A. F. Trivelli, S. J.
San Jose.....	College of the Pacific.....	Wm. W. Gnith, Ph. D.
Santa Clara.....	University of Santa Clara.....	Rev. James P. Morrissey, S. J.
Stanford University.....	Leland Stanford Junior University.....	David Starr Jordan, LL. D.
Whittier.....	Whittier College.....	Thomas Newlin, Ph. M.
COLORADO.		
Boulder.....	University of Colorado.....	James H. Baker, LL. D.
Colorado Springs.....	Colorado College.....	Rev. W. F. Slocum, LL. D.
Denver.....	College of the Sacred Heart.....	Rev. J. J. Brown, S. J.
Fort Collins.....	Colorado Agricultural College.....	Chas. A. Lory, M. S.
Golden.....	State School of Mines.....	Victor C. Alderson, Sc. D.
Greeley.....	State Teachers College of Colorado.....	Zachariah X. Snyder.
Montclair.....	Colorado Woman's College.....	J. P. Treat, A. M.
University Park.....	University of Denver.....	Rev. Henry A. Buchtel, LL. D., chancellor.
Westminster.....	Westminster University.....	Salem G. Pattison, M. A.

VI.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	Name of president.
CONNECTICUT.		
Hartford.....	Trinity College.....	Flavel S. Luther, LL. D.
Middletown.....	Wesleyan University.....	Rev. W. A. Shanklin, LL. D.
New Haven.....	Yale University.....	Arthur T. Hadley, LL. D.
Storrs.....	Connecticut Agricultural College.....	C. H. Beach, B. S.
DELAWARE.		
Newark.....	Delaware College.....	Geo. A. Harter, Ph. D.
DISTRICT OF COLUMBIA.		
Washington.....	Catholic University of America.....	Rev. Thomas J. Shahan, S. T. D., rector.
Do.....	Gallaudet College.....	Perclival Hall, M. A.
Do.....	Georgetown University.....	Rev. Alphonsus J. Donlon, S. J.
Do.....	George Washington University.....	Charles H. Stockton, LL. D.
Do.....	Howard University (colored).....	Rev. S. M. Newman, D. D.
Do.....	St. John's College.....	Brother F. Anderson, F. S. C.
Do.....	Trinity College.....	Sister Catherine Aloysius, S. N. D.
FLORIDA.		
Deland.....	John B. Stetson University.....	Lincoln Hulley, LL. D.
Gainesville.....	University of Florida.....	Albert A. Murphree, LL. D.
Sutherland.....	Southern College.....	W. L. Clifton, A. B.
Tallahassee.....	Florida State College for Women.....	Edward Conrad, Ph. D.
Winter Park.....	Rollins College.....	Rev. Wm. F. Blackman, LL. D.
GEORGIA.		
Athens.....	University of Georgia.....	David C. Barrow, LL. D., chan- cellor.
Atlanta.....	Atlanta Baptist College (colored).....	John Hope, A. M.
Do.....	Atlanta University (colored).....	Edward T. Ware, A. B.
Do.....	Georgia School of Technology.....	Kenneth G. Matheson, LL. D.
Do.....	Morris Brown College (colored).....	Rev. William A. Fountain, S. T. B.
College Park.....	Cox College.....	W. S. Cox.
Cuthbert.....	Andrew College.....	J. W. Malone, A. M.
Dahlonega.....	North Georgia Agricultural College.....	G. R. Glenn, LL. D.
Dacula.....	Agnes Scott College.....	Rev. F. H. Gaines, LL. D.
Demorest.....	Piedmont College.....	Rev. Frank E. Jenkins, D. D.
Forsyth.....	Bessie Tift College.....	C. H. S. Jackson, LL. D.
Gainesville.....	Brenau College.....	H. J. Pearce, Ph. D.
Lagrange.....	Lagrange Female College.....	Rufus W. Smith, A. M.
Do.....	Southern Female College.....	James E. Ricketson.
Macon.....	Mercer University.....	Samuel Y. Jameson, LL. D.
Do.....	Wesleyan Female College.....	Rev. C. R. Jenkins, D. D.
Oxford.....	Emory College.....	Rev. J. E. Dickey, D. D.
Rome.....	Shorter College.....	A. W. Van Hoose.
South Atlanta.....	Clark University (colored).....	W. W. Foster.
HAWAII.		
Honolulu.....	College of Hawaii.....	John W. Gilmore, M. S. A.
IDAHO.		
Caldwell.....	College of Idaho.....	Rev. William J. Boone, D. D.
Moscow.....	University of Idaho.....	James A. MacLean, LL. D.
ILLINOIS.		
Abingdon.....	Hedding College.....	Wm. P. MacVey.
Aledo.....	William and Vashti College.....	Rev. Frank C. English, D. D.
Bloomington.....	Illinois Wesleyan University.....	Rev. Theodore Kemp, D. D.
Bourbonnais.....	St. Viator's College.....	Rev. John P. O'Mahoney, C. S. V.
Carlinville.....	Blackburn College.....	Rev. Wm. M. Hudson, D. D.
Carthage.....	Carthage College.....	Rev. H. D. Hoover, Ph. D.
Chicago.....	Armour Institute of Technology.....	Rev. Frank W. Gunsulius, LL. D.
Do.....	Lewis Institute.....	George N. Carman, A. M., director.
Do.....	Loyola University.....	
Do.....	St. Stanislaus College.....	Rev. L. J. Zapala, C. R., M. A.
Do.....	University of Chicago.....	Harry Pratt Judson, LL. D.
Decatur.....	James Millikin University.....	A. R. Taylor, LL. D.
Eureka.....	Eureka College.....	Chas. E. Underwood.
Evanston.....	Northwestern University.....	Abram W. Harris, LL. D.
Ewing.....	Ewing College.....	J. A. Leavitt.
Galesburg.....	Knox College.....	Rev. Thomas McClelland, D. D.
Do.....	Lombard College.....	Huber W. Hurt, A. M.

VI.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	Name of president.
ILLINOIS—continued.		
Greenville.....	Greenville College.....	Eldon Grant Burritt, A. M.
Jacksonville.....	Illinois College.....	Charles H. Rammekamp, Ph. D.
Do.....	Illino's Woman's College.....	Rev. Joseph R. Harker, Ph. D.
Knorrville.....	St. Mary's School.....	Rev. C. W. Leffingwell, D. D., rector.
Lake Forest.....	Lake Forest College.....	John S. Nollen, LL. D.
Lebanon.....	McKendree College.....	Rev. John F. Harmon, D. D.
Lincoln.....	Lincoln College.....	J. H. McMurray, Ph. D.
Monmouth.....	Monmouth College.....	Rev. Theo. H. McMichael, D. D.
Mount Carroll.....	Frances Shimer School.....	Wm. P. McKee.
Naperville.....	Northwestern College.....	Rev. L. H. Seager, D. D.
Quincy.....	St. Francis Solanus College.....	Rev. Fortunatus Hauser, O. F. M.
Rockford.....	Rockford College.....	Julia H. Gulliver, Ph. D.
Rock Island.....	Augustana College.....	Gustav A. Andreen, Ph. D.
Upper Alton.....	Shurtleff College.....	George M. Potter.
Urbana.....	University of Illinois.....	Edmund J. James, LL. D.
Wheaton.....	Wheaton College.....	Rev. C. A. Blanchard, D. D.
INDIANA		
Bloomington.....	Indiana University.....	William L. Bryan, LL. D.
Collegeville.....	St. Joseph's College.....	Rev. Augustine Seifert, C. P. P. 8.
Crawfordsville.....	Wabash College.....	Rev. Geo. Lewis Mackintosh, D. D.
Earlham.....	Earlham College.....	Robert L. Kelly, LL. D.
Fort Wayne.....	Concordia College.....	Rev. Martin Luecke.
Franklin.....	Franklin College.....	Elijah A. Hanley, D. D.
Goshen.....	Goshen College.....	Noah E. Byers, A. M.
Greencastle.....	De Pauw University.....	George R. Giese.
Hanover.....	Hanover College.....	William A. Mills, LL. D.
Indianapolis.....	Butler College.....	Thomas C. Howe, Ph. D.
Lafayette.....	Purdue University.....	W. E. Stone, LL. D.
Marion.....	Union Christian College.....	Rev. Daniel A. Long, LL. D.
Moores Hill.....	Moores Hill College.....	Rev. Harry A. King, S. T. B.
Notre Dame.....	St. Mary's College and Academy.....	Mother M. Pauline.
Do.....	University of Notre Dame.....	Rev. John Cavanaugh, C. S. C., D. D.
Oakland City.....	Oakland City College.....	Wm. P. Dearing.
St. Meinrad.....	St. Meinrad College.....	Rev. A. Schmitt, O. S. B.
Terre Haute.....	Rose Polytechnic Institute.....	Carl L. Mees, Ph. D.
Upland.....	Taylor University.....	Rev. Monroe Fayhinger, D. D.
Valparaiso.....	Valparaiso University.....	H. B. Brown.
Vincennes.....	Vincennes University.....	Horace Ellis, Ph. D.
IOWA.		
Ames.....	Iowa State College of Agriculture and Mechanical Arts.....	Raymond A. Pearson, LL. D.
Cedar Falls.....	Iowa State Teachers College.....	Homer H. Seerley, LL. D.
Cedar Rapids.....	Coe College.....	Rev. J. A. Marquis, LL. D.
Charles City.....	Charles City College.....	John Fritschel.
Clinton.....	Wartburg College.....	Robert A. McConagha.
College Springs.....	Amity College.....	Rev. C. K. Preus.
Decorah.....	Luther College.....	John A. Earl, D. D.
Des Moines.....	Des Moines College.....	Hill M. Bell, LL. D.
Do.....	Drake University.....	Very Rev. Daniel M. Gorman, LL. D.
Dubuque.....	St. Joseph's College.....	Rev. W. E. Parsons, D. D.
Fairfield.....	Parsons College.....	Richard W. Cooper, Litt. D.
Fayette.....	Upper Iowa University.....	J. H. T. Main, LL. D.
Grinnell.....	Grinnell College.....	Rev. E. E. Reed, D. D.
Hopkinton.....	Lenox College.....	Francis L. Strickland, Ph. D.
Indianola.....	Simpson College.....	John G. Bowman, M. A.
Iowa City.....	State University of Iowa.....	Ido F. Meyer, A. M.
Iowa Falls.....	Ellsworth College.....	J. A. Gunsolley, B. S.
Lamoni.....	Graceland College.....	Rev. Edwin A. Schell, D. D.
Mount Pleasant.....	Iowa Wesleyan College.....	James E. Harlan, LL. D.
Mount Vernon.....	Cornell College.....	David M. Edwards, Ph. D.
Oskaloosa.....	Penn College.....	John L. Beyl, Ph. D.
Pella.....	Central University of Iowa.....	Rev. Alfred E. Craig.
Sioux City.....	Morningside College.....	Rev. James P. Linn.
Storm Lake.....	Buena Vista College.....	Rev. George E. Wood, D. D.
Tabor.....	Tabor College.....	Rev. Franklin E. Brooke, D. D.
Toledo.....	Leander Clark College.....	Rev. George A. McLaughlin, D. D.
University Park.....	Central Holiness University.....	
KANSAS.		
Atchison.....	Midland College.....	Rev. R. B. Peery, D. D.
Do.....	St. Benedict's College.....	Rt. Rev. I. Wolf, O. S. B., D. D.
Baldwin.....	Baker University.....	Rev. Wilbur N. Mason, D. D.
Emporia.....	College of Emporia.....	Rev. Henry Coe Culbertson, D. D.
Highland.....	Highland College.....	Rev. Wm. C. T. Adams, LL. D.
Holton.....	Campbell College.....	T. D. Crites.

VI.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	Name of president.
KANSAS—continued.		
Kansas City.....	Kansas City University.....	Rev. D. S. Stephens, D. D., chancellor.
Lawrence.....	University of Kansas.....	Frank Strong, LL. D.
Lindenberg.....	Bethany College.....	Rev. Ernst F. Pihlblad, D. D.
McPherson.....	McPherson College.....	John A. Clement, Ph. D.
Manhattan.....	Kansas State Agricultural College.....	Henry J. Waters, B. S. A.
Ottawa.....	Ottawa University.....	S. E. Price.
St. Marys.....	St. Mary's College.....	Rev. Aloysius A. Broom, S. J.
Salina.....	Kansas Wesleyan University.....	R. P. Smith.
Sterling.....	Cooper College.....	Rev. R. T. Campbell, D. D.
Topeka.....	Washburn College.....	Rev. Frank K. Sanders, D. D.
Wichita.....	Fairmount College.....	Rev. Henry E. Thayer, D. D.
Do.....	Friends University.....	Edmund Stanley, A. M.
Winfield.....	Southwestern College.....	Rev. F. E. Mossman, D. D.
KENTUCKY.		
Berea.....	Berea College.....	Rev. Wm. G. Frost, Ph. D.
Bowling Green.....	Ogden College.....	W. M. Pearce.
Danville.....	Caldwell College.....	John C. Acheson, A. M.
Do.....	Central University of Kentucky.....	Frederick W. Hinitt, Ph. D.
Georgetown.....	Georgetown College.....	Arthur Yager, LL. D.
Glasgow.....	Liberty College for Women.....	M. W. Hutton, Ph. D.
Hopkinsburg.....	Beaumont College.....	Thomas Smith, A. M.
Hopkinsville.....	Bethel Female College.....	Harry G. Brownell, B. S.
Do.....	McLean College.....	A. C. Kuykendall, A. B.
Lexington.....	Hamilton College for Women.....	H. G. Shearin, Ph. D.
Do.....	Rayne College.....	Rev. J. M. Spencer.
Do.....	State University of Kentucky.....	Henry S. Barker, LL. D.
Do.....	Transylvania University.....	Richard H. Crossfield, Ph. D.
Louisville.....	University of Louisville.....	John Patterson, LL. D.
Lyndon.....	Kentucky Military Institute.....	C. W. Fowler, C. E.
Owensboro.....	Owensboro Female College.....	J. Byron La Rue.
Russellville.....	Bethel College.....	Floran D. Perkins, A. B.
Do.....	Logan Female College.....	J. W. Repass, D. D.
St. Mary.....	St. Mary's College.....	Rev. Michael Jaglowicz, C. R.
Versailles.....	Margaret College.....	Rev. James M. Maxon, M. A.
Winchester.....	Kentucky Wesleyan College.....	Rev. J. L. Clark.
LOUISIANA.		
Baton Rouge.....	Louisiana State University and Agricultural and Mechanical College.....	Thomas D. Boyd, LL. D.
Clinton.....	Silliman Collegiate Institute.....	Rev. H. H. Brownlee.
Convent.....	Jefferson College.....	Rev. R. H. Smith, S. M.
Mansfield.....	Mansfield Female College.....	R. E. Bobbitt.
New Orleans.....	H. Sophie Newcomb Memorial College.....	Brandt V. B. Dixon, LL. D.
Do.....	Leland University (colored).....	Rev. Albert Biever, S. J.
Do.....	Loyola University.....	Rev. John Wier, D. D.
Do.....	New Orleans University (colored).....	Robert Sharp, Ph. D., acting.
Do.....	Tulane University of Louisiana.....	
MAINE.		
Brunswick.....	Bowdoin College.....	Rev. Wm. De Witt Hyde, LL. D.
Lewiston.....	Bates College.....	Rev. G. C. Chase, LL. D.
Orono.....	University of Maine.....	Robert J. Aley, LL. D.
Van Buren.....	Van Buren College (St. Mary's).....	Rev. Matthew Thouvemin, S. M.
Waterville.....	Colby College.....	Arthur J. Roberts, A. M.
MARYLAND.		
Annapolis.....	St. John's College.....	Thomas Fell, LL. D.
Do.....	United States Naval Academy.....	Capt. John H. Gibbons, superintendent.
Baltimore.....	Goucher College.....	James B. Van Meter, acting.
Do.....	Johns Hopkins University.....	Ira Ransen, LL. D.
Do.....	Loyola College.....	Rev. Wm. J. Ennis, S. J.
Do.....	Morgan College (colored).....	
Do.....	Mount St. Joseph's College.....	Brother Norbert, director.
Chestertown.....	Washington College.....	James W. Cain, LL. D.
College Park.....	Maryland Agricultural College.....	
Ellicott City.....	Rock Hill College.....	Rev. Brother Maurice-Josephus, F. S. C.
Emmitsburg.....	Mount St. Mary's College.....	Rev. Bernard J. Bradley.
Frederick.....	Woman's College.....	J. H. Apple, A. M.
Lutherville.....	Maryland College for Women.....	Rev. Chas. W. Gallagher, D. D.
New Windsor.....	New Windsor College.....	Rev. James Fraser, LL. D.
Westminster.....	Western Maryland College.....	Rev. Thomas H. Lewis, LL. D.

VI.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	Name of president.
MASSACHUSETTS.		
Amherst.....	Amherst College.....	Alexander Meiklejohn, Ph. D.
Do.....	Massachusetts Agricultural College.....	K. L. Butterfield, A. M.
Boston.....	Boston College.....	Rev. Thomas I. Gasson, S. J.
Do.....	Boston University.....	Rev. Lemuel H. Murlin, D. D.
Do.....	Massachusetts Institute of Technology.....	Richard C. Maclaurin, LL. D.
Do.....	Simmons College.....	Henry Lefavour, LL. D.
Cambridge.....	Harvard University.....	Abbott Lawrence Lowell, LL. D.
Do.....	Radcliffe College.....	Le Baron R. Briggs, LL. D.
Northampton.....	Smith College.....	Rev. Marion Le Roy Burton, LL. D.
Norton.....	Wheaton College.....	Rev. Samuel V. Cole, D. D.
South Hadley.....	Mount Holyoke College.....	Mary E. Woolley, LL. D.
Tufts College.....	Tufts College.....	Wm. L. Hooper, Ph. D., acting.
Wellesley.....	Wellesley College.....	Ellen F. Pendleton, M. A.
Williamstown.....	Williams College.....	Harry A. Garfield, LL. D.
Worcester.....	Clark University.....	G. Stanley Hall, LL. D.
Do.....	Clark College.....	Edmund Clark Sanford, Ph. D.
Do.....	College of the Holy Cross.....	Rev. Joseph N. Dinand, S. J.
Do.....	Worcester Polytechnic Institute.....	Levi L. Conant.
MICHIGAN.		
Adrian.....	Adrian College.....	Rev. B. W. Anthony, LL. D.
Albion.....	Albion College.....	Samuel Dickie, LL. D.
Alma.....	Alma College.....	Thomas G. Blaisdell, Ph. D.
Ann Arbor.....	University of Michigan.....	Harry B. Hutchins, LL. D.
Detroit.....	University of Detroit.....	Rev. Wm. F. Dooley.
East Lansing.....	Michigan Agricultural College.....	J. L. Snyder, Ph. D.
Hillsdale.....	Hillsdale College.....	Joseph W. Mauck, LL. D.
Holland.....	Hope College.....	Rev. Ame Vennema, D. D.
Houghton.....	Michigan College of Mines.....	F. W. McNair, Sc. D.
Kalamazoo.....	Kalamazoo College.....	Herbert L. Stetson.
Olivet.....	Olivet College.....	E. G. Lancaster, Ph. D.
MINNESOTA.		
Albert Lea.....	Albert Lea College.....	Rev. John T. Bergen, D. D.
Collegeville.....	St. John's University.....	Rev. Peter Engel, O. S. B., Ph. D.
Minneapolis.....	Augsburg Seminary.....	George Sverdrup, Jr., M. A.
Do.....	University of Minnesota.....	George E. Vincent, LL. D.
Northfield.....	Carleton College.....	Donald J. Cowling, Ph. D.
Do.....	St. Olaf College.....	Rev. John N. Kildahl, D. D.
St. Paul.....	Hamline University.....	Rev. Samuel F. Karfoot, D. D.
Do.....	Macalester College.....	Thomas M. Hodgman, LL. D.
St. Peter.....	Gustavus Adolphus College.....	Rev. Jacob P. Uhler, Ph. D., acting.
MISSISSIPPI.		
Agricultural College.....	Mississippi Agricultural and Mechanical College.....	G. R. Hightower.
Blue Mountain.....	Blue Mountain Female College.....	W. J. Lowrey, A. M.
Brookhaven.....	Whitworth Female College.....	Rev. I. W. Cooper, D. D.
Clinton.....	Hillman College.....	Rev. W. T. Lowrey, D. D.
Do.....	Mississippi College.....	John W. Provine, LL. D.
Columbus.....	Industrial Institute and College.....	Henry L. Whitfield.
French Camp.....	Central Mississippi Institute.....	J. A. Sanderson, principal.
Grenada.....	Grenada College.....	Rev. J. R. Countiss.
Holly Springs.....	Rust University (colored).....	Rev. James T. Docking.
Jackson.....	Bellhaven College for Young Ladies.....	
Do.....	Millsaps College.....	A. F. Watkins, A. B.
Meridian.....	Meridian Male College.....	Malcomb A. Beeson, B. S.
Do.....	Meridian Woman's College.....	J. W. Beeson, A. M.
Pontotoc.....	Chickasaw Female College.....	
Port Gibson.....	Port Gibson Female College.....	Rev. C. M. Chapman, A. M.
University.....	University of Mississippi.....	A. A. Kincannon, LL. D., chancellor.
MISSOURI.		
Albany.....	Palmer College.....	E. A. Watkins.
Cameron.....	Missouri Wesleyan College.....	Rev. H. R. De Bra, D. D.
Canton.....	Christian University.....	Carl Johann, LL. D.
Columbia.....	Christian College.....	Mrs. Luella W. St. Claire.
Do.....	Stephens College.....	James M. Wood.
Do.....	University of Missouri.....	Albert Ross Hill, LL. D.
Fayette.....	Central College.....	William A. Webb, Litt. D.
Do.....	Howard Payne College.....	Rev. Henry E. Stout.
Fulton.....	Westminster College.....	Rev. Charles D. Boving, D. D.
Do.....	Synodical Female College.....	Laurence I. MacQueen, A. M.
Glasgow.....	Pritchett College.....	Uriel S. Hall, A. B.
Lexington.....	Central Female College.....	Z. M. Williams, A. M.
Do.....	Lexington College for Young Women.....	C. Lewis Fowler, A. M.

VI.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	Name of president.
MISSOURI—continued.		
Liberty.....	Liberty Ladies College.....	H. H. Savage, A. M.
Do.....	William Jewell College.....	Rev. J. P. Greene, LL. D.
Marshall.....	Missouri Valley College.....	Rev. Wm. H. Black, LL. D.
Mexico.....	Hardin College.....	J. W. Milligan, A. M.
Morrisville.....	Scarritt-Morrisville College.....	Rev. Louis C. Perry, Ph. D.
Nevada.....	Cottey College.....	Mrs. V. A. C. Stockard,
Parkville.....	Park College.....	L. M. McAfee, LL. D.
St. Charles.....	Lindenwood College for Women.....	Rev. George F. Ayers, Ph. D.
St. Louis.....	Christian Brothers College.....	Brother Lawrence Sixtus.
Do.....	Forest Park University.....	Mrs. Anna Sneed Cairns.
Do.....	St. Louis University.....	Rev. Alexander J. Burrowes, S. J.
Do.....	Washington University.....	David F. Houston, LL. D., chan- cellor.
Springfield.....	Drury College.....	Rev. Joseph H. George, D. D.
Tarkio.....	Tarkio College.....	Rev. J. A. Thompson, D. D.
Warrenton.....	Central Wesleyan College.....	Rev. Otto E. Kriege, D. D.
MONTANA.		
Bozeman.....	Montana College of Agriculture and Me- chanic Arts.	James M. Hamilton, M. S.
Butte.....	Montana State School of Mines.....	Charles H. Bowman, M. S.
Missoula.....	University of Montana.....	Edwin B. Craighead, LL. D.
NEBRASKA.		
Bellevue.....	Bellevue College.....	Stephen W. Stookey, LL. D.
Bethany.....	Cotner University.....	William Oeschger, B. D., chancellor.
College View.....	Union College.....	Frederick Griggs.
Crete.....	Doane College.....	L. A. Garrison.
Grand Island.....	Grand Island College.....	R. B. Cronc.
Hastings.....	Hastings College.....	Samuel Avery, LL. D., chancellor.
Lincoln.....	University of Nebraska.....	Rev. Eugene A. Magway, S. J.
Omaha.....	Creighton University.....	Daniel E. Jenkins, Ph. D.
Do.....	University of Omaha.....	Clark A. Fulmer, M. A., chancellor.
University Place.....	Nebraska Wesleyan University.....	Rev. Wm. E. Schell, D. D.
York.....	York College.....	
NEVADA.		
Reno.....	State University of Nevada.....	Rev. J. E. Stubbs, LL. D.
NEW HAMPSHIRE.		
Durham.....	New Hampshire College of Agriculture and Mechanic Arts.	Edward T. Fairchild.
Hanover.....	Dartmouth College.....	E. F. Nichols, LL. D.
Manchester.....	St. Anselm's College.....	Rt. Rev. Ernest Helmstetter, O. S. B.
NEW JERSEY.		
Convent Station.....	College of Saint Elizabeth.....	Sister M. Pauline Kelligher.
Hoboken.....	Stevens Institute of Technology.....	Alexander C. Humphreys, LL. D.
Jersey City.....	St. Peter's College.....	Rev. Joseph Mulry, S. J.
Kenilworth.....	Upsala College.....	Peter Froberg, B. D.
New Brunswick.....	Rutgers College.....	Rev. Wm. H. S. Demarest, LL. D.
Princeton.....	Princeton University.....	John Grier Hibben, LL. D.
South Orange.....	Seton Hall College.....	Very Rev. Jas. F. Mooney, LL. D.
NEW MEXICO.		
Albuquerque.....	University of New Mexico.....	Rev. David R. Boyd.
Socorro.....	New Mexico School of Mines.....	Emmet A. Drake, A. M.
State College.....	New Mexico College of Agriculture and Me- chanic Arts.	W. E. Garrison, Ph. D.
NEW YORK.		
Alfred.....	Alfred University.....	Rev. B. C. Davis, D. D.
Anandale.....	St. Stephen's College.....	Rev. Wm. C. Rodgers, D. D.
Aurora.....	Wells College.....	Robt. L. Zabriskie, acting.
Brooklyn.....	Delphi College.....	S. Parks Cadman, D. D.
Do.....	Polytechnic Institute of Brooklyn.....	F. W. Atkinson, Ph. D.
Do.....	St. Francis College.....	Brother Stanislaus, O. S. F.
Do.....	St. John's College.....	Very Rev. John W. Moore, C. M.
Buffalo.....	Canisius College.....	Rev. Augustine A. Miller, S. J.
Canton.....	St. Lawrence University.....	Rev. Almon Gunnison, LL. D.
Clinton.....	Hamilton College.....	Rev. M. W. Stryker, LL. D.
Elmira.....	Elmira College.....	Rev. A. C. Mackenzie, LL. D.
Geneva.....	Hobart College.....	W. P. Durfee, Ph. D., acting.
Hamilton.....	Colgate University.....	Elmer B. Bryan, LL. D.

VI.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	Name of president.
NEW YORK—continued.		
Ithaca.....	Cornell University.....	J. G. Schurman, LL. D.
Keuka Park.....	Keuka College.....	Rev. Joseph A. Serena.
New Rochelle.....	College of New Rochelle.....	Rev. M. C. O'Farrell.
New York.....	Barnard College.....	Virginia C. Gilderalee, Ph. D., dean.
Do.....	College of the City of New York.....	John H. Finley, LL. D.
Do.....	Columbia University.....	Nicholas M. Butler, LL. D.
Do.....	Fordham University.....	Rev. Thomas J. McCluskey, S. J.
Do.....	Manhattan College.....	Rev. Brother Jerome, F. S. C.
Do.....	New York University.....	Elmer Ellsworth Brown, LL. D., chancellor.
Do.....	Normal College of the City of New York.....	George S. Davis, LL. D.
Do.....	Teachers College.....	James E. Russell, LL. D., dean.
Niagara University.....	Niagara University.....	Rev. Drennan, C. M.
Potsdam.....	Clarkson School of Technology.....	John P. Brooks, M. E. director.
Poughkeepsie.....	Vassar College.....	Rev. J. M. Taylor, LL. D.
Rochester.....	University of Rochester.....	Rev. Rush Rhee, LL. D.
St. Bonaventure.....	St. Bonaventure's College.....	Rev. Fidelis J. Reynolds, O. F. M.
Schenectady.....	Union University.....	Rev. Charles A. Richmond, D. D.
Syracuse.....	Syracuse University.....	Rev. J. R. Day, LL. D., chancellor.
Troy.....	Rensselaer Polytechnic Institute.....	Palmer C. Ricketts, C. E.
West Point.....	United States Military Academy.....	Col. Clarence P. Townsley, supt.
NORTH CAROLINA.		
Belmont.....	St. Mary's College.....	Rev. Leo Hald, O. S. B., D. D.
Chapel Hill.....	University of North Carolina.....	F. P. Venable, LL. D.
Charlotte.....	Biddle University (colored).....	Rev. H. L. McCrorey, D. D.
Do.....	Elizabeth College.....	Rev. C. B. King, D. D.
Davidson.....	Davidson College.....	W. J. Martin, A. M.
Durham.....	Trinity College.....	Wm. P. Few, Ph. D.
Elon College.....	Elon College.....	W. A. Harper, M. A.
Greensboro.....	Greensboro Female College.....	Mrs. Lucy H. Robertson.
Guilford College.....	Guilford College.....	L. Lyndon Hobbs, LL. D.
Hickory.....	Lenoir College.....	Rev. R. L. Fritz, A. M.
Newton.....	Catawba College.....	John F. Buchheit, A. M.
Oxford.....	Oxford College.....	F. P. Hobgood, A. M.
Raleigh.....	Meredith College.....	Rev. R. T. Vann, D. D.
Do.....	Peace Institute.....	George J. Ramsey.
Do.....	St. Mary's School.....	Rev. George W. Lay.
Do.....	Shaw University (colored).....	Chas. F. Meserve, LL. D.
Red Springs.....	Southern Presbyterian College.....	Rev. C. G. Vardell, D. D.
Salem.....	Salem Female Academy and College.....	Rev. Howard E. Rondthaler, A. M.
Salisbury.....	Livingstone College (colored).....	Rev. William H. Goler, LL. D.
Wake Forest.....	Wake Forest College.....	Wm. L. Potat, LL. D.
Weaverville.....	Weaverville College.....	O. S. Dean.
West Raleigh.....	North Carolina College of Agriculture and Mechanic Arts.	Daniel H. Hill, LL. D.
NORTH DAKOTA.		
Agricultural College.....	North Dakota Agricultural College.....	J. H. Worst, LL. D.
Fargo.....	Fargo College.....	Charles C. Creegan.
Grand Forks.....	Wesley College.....	Rev. Edward P. Robertson, D. D.
Jamestown.....	Jamestown College.....	Rev. Barend H. Kroeze, D. D.
University.....	University of North Dakota.....	Frank L. McVey, LL. D.
OHIO.		
Ada.....	Ohio Northern University.....	Rev. Albert E. Smith, D. D.
Akron.....	Buchtel College.....	
Alliance.....	Mount Union-Scio College.....	Rev. W. H. McMaster, D. D.
Ashland.....	Ashland College.....	W. D. Furry, Ph. D.
Athens.....	Ohio University.....	Alston Ellis, LL. D.
Berea.....	Baldwin University.....	Rev. Glezen A. Reeder, D. D.
Do.....	German Wallace College.....	Arthur L. Breslich, Ph. D., acting.
Cedarville.....	Cedarville College.....	Rev. David McKinney, LL. D.
Cincinnati.....	St. Xavier College.....	Rev. Francis Heiermann, S. J.
Do.....	University of Cincinnati.....	Chas. W. Dabney, LL. D.
Cleveland.....	Case School of Applied Science.....	Charles S. Howe, Ph. D.
Do.....	St. Ignatius College.....	Rev. John B. Furay, S. J.
Do.....	Western Reserve University.....	Rev. C. F. Thwing, LL. D.
Columbus.....	Capital University.....	Rev. Otto Mees.
Do.....	Ohio State University.....	W. O. Thompson, LL. D.
Dayton.....	St. Mary's Institute.....	Rev. Bernard P. O'Reilly, S. M.
Defiance.....	Defiance College.....	P. W. McReynolds, A. M.
Delaware.....	Ohio Wesleyan University.....	Rev. Herbert Welch, LL. D.
Findlay.....	Findlay College.....	Rev. C. I. Brown, D. D.
Gambier.....	Kenyon College.....	Rev. Wm. F. Peirce, L. H. D.
Granville.....	Denison University.....	Rev. Emory W. Hunt, LL. D.
Hiram.....	Hiram College.....	Miner Lee Bates, A. M.
Lebanon.....	Lebanon University.....	Wallace E. Miller.

VI.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	Name of president.
OHIO—continued.		
Marietta.....	Marietta College.....	E. M. Baxter.
New Athens.....	Franklin College.....	Rev. J. K. Montgomery, D. D.
New Concord.....	Muskingum College.....	Rev. Henry C. King, D. D.
Oberlin.....	Oberlin College.....	R. M. Hughes, acting.
Oxford.....	Miami University.....	Jane Sherzer, Ph. D.
Do.....	Oxford College for Women.....	Mary A. Sawyer, acting.
Do.....	Western College for Women.....	Miss Vivian Blanche Small.
Painesville.....	Lake Erie College.....	Stinson H. Bing.
Rio Grande.....	Rio Grande College.....	Rev. Charles G. Heckert, D. D.
Springfield.....	Wittenberg College.....	Rev. Charles E. Miller, L.L. D.
Tiffin.....	Heidelberg University.....	Rev. Francis Heiermann, S. J.
Toledo.....	St. John's University.....	Charles A. Cockayne, Ph. D.
Do.....	Toledo University.....	Walter G. Clippinger, B. D.
Westerville.....	Otterbein University.....	Aubrey F. Hess.
West Lafayette.....	West Lafayette College.....	Wm. S. Scarborough, L.L. D.
Wilberforce.....	Wilberforce University (colored).....	Rev. Albert J. Brown, D. D.
Wilmington.....	Wilmington College.....	Rev. Louis E. Holden, L.L. D.
Wooster.....	University of Wooster.....	S. D. Fess, L.L. D.
Yellowsprings.....	Antioch College.....	
OKLAHOMA.		
Guthrie.....	Methodist University of Oklahoma.....	Rev. George H. Bradford, D. D.
Kingfisher.....	Kingfisher College.....	Rev. Calvin B. Moody, D. D.
Norman.....	University of Oklahoma.....	Stratton D. Brooks, Ph. D.
Stillwater.....	Oklahoma Agricultural and Mechanical College.....	J. H. Connell, M. S.
Tulsa.....	Henry Kendall College.....	Rev. Frederick W. Hawley, D. D.
Wilburton.....	Oklahoma School of Mines and Metallurgy.....	George E. Ladd.
OREGON.		
Albany.....	Albany College.....	H. M. Crooks, A. B.
Corvallis.....	Oregon Agricultural College.....	W. J. Kerr, Sc. D.
Dallas.....	Dallas College.....	Rev. Abraham A. Winter.
Eugene.....	University of Oregon.....	Prince L. Campbell, A. B.
Forest Grove.....	Pacific University.....	Wm. N. Ferrin, L.L. D.
McMinnville.....	McMinnville College.....	Leonard W. Riley, D. D.
Newberg.....	Pacific College.....	Levi T. Pennington, A. B.
Philomath.....	Philomath College.....	M. R. Drury, A. M.
Portland.....	Reed College.....	Wm. T. Foster, A. M.
Salem.....	Willamette University.....	Rev. Fletcher Homan, D. D.
PENNSYLVANIA.		
Allentown.....	Allentown College for Women.....	Rev. Wm. F. Curtis.
Do.....	Muhlenberg College.....	Rev. J. W. A. Haas, D. D.
Annville.....	Lebanon Valley College.....	Rev. G. D. Gossard.
Beatty.....	St. Vincent College.....	Rev. Leander Schnerr, O. S. B.
Beaver.....	Beaver College.....	LeRoy Weller, A. M.
Beaver Falls.....	Geneva College.....	Rev. William H. George, A. M.
Bethlehem.....	Moravian College.....	Rev. Aug. Schultze, L. H. D.
Do.....	Moravian Seminary and College for Women.....	John H. Clewell, Ph. D.
Blairsville.....	Blairsville College.....	Miss Caroline D. Hays.
Bryn Mawr.....	Bryn Mawr College.....	Miss M. Carey Thomas, L.L. D.
Carlisle.....	Dickinson College.....	Rev. Eugene A. Noble, L.L. D.
Chambersburg.....	Wilson College.....	Anna J. McKeag, L.L. D.
Chester.....	Pennsylvania Military College.....	Col. C. E. Hyatt, C. E.
Collegeville.....	Ursinus College.....	George L. Omwake, Ph. D.
Easton.....	Lafayette College.....	Rev. E. D. Warfield, L.L. D.
Gettysburg.....	Pennsylvania College.....	William A. Granville, L.L. D.
Greenville.....	Thiel College.....	Rev. C. Theodore Benas, D. D.
Grove City.....	Grove City College.....	Rev. I. C. Kotler, L.L. D.
Haverford.....	Haverford College.....	Imaac Sharpless, L.L. D.
Huntingdon.....	Juniata College.....	I. Harvey Brumbaugh, A. M.
Lancaster.....	Franklin and Marshall College.....	Rev. Henry H. Appel, D. D.
Lewisburg.....	Bucknell University.....	John H. Harris, L.L. D.
Lincoln University.....	Lincoln University (colored).....	Rev. John B. Kendall, D. D.
Meadville.....	Allegheny College.....	Rev. Wm. H. Crawford, L.L. D.
Mechanicsburg.....	Irving Female College.....	E. E. Campbell, Ph. D.
Myerstown.....	Albright College.....	Rev. John Francis Dunlap, D. D.
New Wilmington.....	Westminster College.....	Rev. Robert M. Russell, L.L. D.
Philadelphia.....	Dropole College.....	Cyrus Adler, Ph. D.
Do.....	La Salle College.....	Brother D. Edward.
Do.....	Temple University.....	Russell H. Conwell, L.L. D.
Do.....	University of Pennsylvania.....	Edgar Fahs Smith, L.L. D.
Pittsburgh.....	Carnegie Institute of Technology.....	Arthur A. Hamerschlag, L.L. D.
Do.....	Pennsylvania College for Women.....	Rev. Henry D. Lindsay, D. D.
Do.....	Duquesne University of the Holy Ghost.....	Rev. M. A. Hehr, L.L. D.

VI.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	Name of president.
PENNSYLVANIA—contd.		
Pittsburgh.....	University of Pittsburgh.....	Rev. S. B. McCormick, LL. D., chancellor.
Selinsgrove.....	Susquehanna University.....	Rev. Charles T. Atkins, D. D.
South Bethlehem.....	Lehigh University.....	Henry S. Drinker, LL. D.
State College.....	Pennsylvania State College.....	Edwin E. Sparks, LL. D.
Swarthmore.....	Swarthmore College.....	Joseph Swain, LL. D.
Villanova.....	Villanova College.....	Rev. L. A. Dehurey, O. S. A., D. D.
Washington.....	Washington and Jefferson College.....	Rev. J. D. Moffat, LL. D.
Waynesburg.....	Waynesburg College.....	
PORTO RICO.		
San Juan.....	University of Porto Rico.....	Edward M. Bainter.
RHODE ISLAND.		
Kingston.....	Rhode Island State College.....	Howard Edwards, LL. D.
Providence.....	Brown University.....	Rev. W. H. P. Faunce, LL. D.
SOUTH CAROLINA.		
Charleston.....	College of Charleston.....	Harrison Randolph, LL. D.
Do.....	South Carolina Military Academy.....	Col. O. J. Bond, A. M., supt.
Clemson College.....	Clemson Agricultural College.....	Walter M. Riggs, B. S.
Clinton.....	Presbyterian College of South Carolina.....	Rev. Davison McDowell Douglass, D. D.
Columbia.....	Allen University (colored).....	W. W. Beckett.
Do.....	Benedict College (colored).....	Rev. B. W. Valentine, A. B.
Do.....	Columbia Female College.....	Rev. W. W. Daniel, D. D.
Do.....	College for Women.....	Miss Euphemia McClintock, A. B.
Do.....	University of South Carolina.....	S. C. Mitchell, LL. D.
Due West.....	Erskine College.....	James Strong Moffatt, D. D.
Do.....	Woman's College of Due West.....	Rev. R. L. Robinson.
Greenville.....	Chicora College.....	Rev. S. C. Byrd, D. D.
Do.....	Furman University.....	Rev. Edwin McNeil Potat, LL. D.
Do.....	Greenville Female College.....	David M. Ramsay, D. D.
Greenwood.....	Lander Female College.....	Rev. John O. Willson, D. D.
Hartsville.....	Coker College for Women.....	Rev. Arthur J. Hall.
Newberry.....	Newberry College.....	Rev. John H. Harms, D. D.
Orangeburg.....	Cladlin University (colored).....	Rev. L. M. Duntun, LL. D.
Spartanburg.....	Converse College.....	Robert P. Pell, Litt. D.
Do.....	Wofford College.....	Henry N. Snyder, A. M.
SOUTH DAKOTA.		
Brookings.....	South Dakota State College of Agriculture and Mechanic Arts.....	Robert L. Slagle, Ph. D.
Huron.....	Huron College.....	Rev. C. H. French, D. D.
Mitchell.....	Dakota Wesleyan University.....	Wm. G. Seaman, Ph. D.
Rapid City.....	State School of Mines.....	Cleophas C. O'Hara, Ph. D.
Redfield.....	Redfield College.....	Noah C. Hirschy, Ph. D.
Sioux Falls.....	Sioux Falls University.....	Rev. Edward F. Jorden, D. D.
Vermilion.....	University of South Dakota.....	Franklin B. Gault, Ph. D.
Yankton.....	Yankton College.....	Rev. H. K. Warren, LL. D.
TENNESSEE.		
Bristol.....	King College.....	Rev. Tilden Scherer.
Do.....	Sullins College.....	W. S. Neighbors.
Do.....	Washington College.....	James T. Cooter.
Chattanooga.....	Chattanooga University.....	Rev. J. H. Race, D. D.
Clarksville.....	Southwestern Presbyterian University.....	Wm. Dinwiddie, A. M., chancellor.
Cumberland Gap.....	Lincoln Memorial University.....	George A. Hubbell, Ph. D.
Gallatin.....	Howard College for Young Ladies.....	W. H. Buck, A. M.
Greenville.....	Tusculum College.....	Rev. Chas. O. Gray, D. D.
Jackson.....	Memphis Conference Female Institute.....	Rev. A. B. Jones, LL. D.
Do.....	Union University.....	Rev. R. A. Kimbrough.
Jefferson City.....	Carson and Newman College.....	James McGarity Burnett.
Knoxville.....	Knoxville College (colored).....	Rev. E. W. McGranahan, D. D.
Do.....	University of Tennessee.....	Brown Ayres, LL. D.
Lebanon.....	Cumberland University.....	Rev. Winstead P. Bone, D. D.
McKenzie.....	Bethel College.....	N. J. Finney, A. M.
Maryville.....	Maryville College.....	Rev. Samuel T. Wilson, D. D.
Memphis.....	Christian Brothers College.....	Rev. Brother Edward, F. S. C.
Milligan.....	Milligan College.....	
Murfreesboro.....	Tennessee College.....	Geo. J. Burnett, A. M.
Nashville.....	Belmont College for Young Women.....	Mrs. Hood.
Do.....	Boscobel College.....	Mrs. L. W. Everett.
Do.....	Fisk University (colored).....	

VI.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	Name of president.
TENNESSEE—continued.		
Nashville.....	Vanderbilt University.....	James H. Kirkland, LL. D., <i>chancellor.</i>
Do.....	Walden University (colored).....	Rev. John A. Kummer, D. D.
Rogersville.....	Synodical Female College.....	Lawrence Rolfe, A. B.
Sewanee.....	University of the South.....	Wm. B. Hall, M. A., <i>vice-chancellor.</i>
Spencer.....	Burritt College.....	W. S. Graves, A. M.
TEXAS.		
Ablene.....	Simmons College.....	J. D. Sandefer, Ph. B.
Austin.....	University of Texas.....	Sidney E. Mezes, Ph. D.
Belton.....	Baylor Female College.....	J. C. Hardy, LL. D.
Bonham.....	Carlton College.....	Rev. C. T. Carlton, A. B.
Brownwood.....	Howard Payne College.....	John S. Humphreys, A. M.
College Station.....	Agricultural and Mechanical College of Texas.....	Robert T. Milner.
Fort Worth.....	Polytechnic College.....	Rev. F. P. Culver, D. D.
Do.....	Texas Christian University.....	Rev. F. D. Kershner, A. M.
Georgetown.....	Southwestern University.....	Rev. C. M. Bishop, D. D.
Houston.....	Rice Institute.....	Edgar O. Lovett, Ph. D.
San Antonio.....	St. Louis College.....	Rev. Louis A. Trappesser, S. M.
Sherman.....	Austin College.....	Rev. Thomas S. Cloyd, LL. D.
Do.....	North Texas Female College.....	Mrs. Lucy A. Kidd-Key.
South Houston.....	Asgard College.....	Rev. J. L. Dickens, LL. D.
Tehumana.....	Westminster College.....	Rev. J. C. Williams, A. M.
Waco.....	Baylor University.....	Samuel P. Brooks, LL. D.
Do.....	Paul Quinn College (colored).....	Rev. S. M. Burgan, LL. D.
Washachie.....	Trinity University.....	Samuel Lee Hornbeak, LL. D.
UTAH.		
Logan.....	Agricultural College of Utah.....	John A. Widdow, Ph. D.
Salt Lake City.....	University of Utah.....	Joseph T. Kinsbury, Sc. D.
VERMONT.		
Burlington.....	University of Vermont and State Agricultural College.....	Rev. Guy P. Benton, LL. D.
Middlebury.....	Middlebury College.....	Rev. John Martin Thomas, D. D.
Northfield.....	Norwich University.....	Charles H. Spooner, LL. D.
VIRGINIA.		
Abingdon.....	Martha Washington College.....	S. D. Long.
Do.....	Stonewall Jackson Institute.....	Rev. Dabney R. Carson.
Ashland.....	Randolph-Macon College.....	Robert E. Blackwell, LL. D.
Blacksburg.....	Virginia Agricultural and Mechanical College and Polytechnic Institute.....	P. B. Barringer, LL. D.
Bridgewater.....	Bridgewater College.....	John S. Flory, Ph. D.
Bristol.....	Virginia Intermont College.....	J. T. Henderson, A. M.
Charlottesville.....	University of Virginia.....	E. A. Alderman, LL. D.
Danville.....	Roanoke Institute of Danville.....	John B. Brewer, A. M.
Emory.....	Emory and Henry College.....	Chas. C. Weaver, Ph. D.
Fredericksburg.....	Fredericksburg College.....	S. W. Somerville.
Hampden-Sidney.....	Hampden-Sidney College.....	Rev. Henry T. Graham, D. D.
Hollins.....	Hollins College.....	Miss Mattie L. Cooke.
Lexington.....	Virginia Military Institute.....	Edward W. Nichols, <i>supd.</i>
Do.....	Washington and Lee University.....	Henry Louis Smith, LL. D.
Lynchburg.....	Randolph-Macon Woman's College.....	S. T. Willis, Ph. D.
Do.....	Virginia Christian College.....	Hervin U. Roop, LL. D.
Manassas.....	Eastern College.....	Arthur K. Davis, A. M.
Petersburg.....	Southern Female College.....	F. W. Boatwright, LL. D.
Richmond.....	Richmond College.....	Rev. George R. Hovey, D. D.
Do.....	Virginia Union University (colored).....	Rev. James Nelson, LL. D.
Do.....	Woman's College.....	Miss Mattie P. Harris.
Roanoke.....	Virginia College.....	Rev. John A. Morehead, D. D.
Salem.....	Roanoke College.....	Mary K. Benedict, Ph. D.
Sweet Briar.....	Sweet Briar College.....	L. G. Tyler, LL. D.
Williamsburg.....	College of William and Mary.....	
WASHINGTON.		
Pullman.....	State College of Washington.....	E. A. Bryan, LL. D.
Seattle.....	University of Washington.....	Thomas F. Kane, Ph. D.
Spokane.....	Gonzaga University.....	Rev. Louis Taelman, S. J.
Do.....	Spokane College.....	Henry O. Shurson.
Tacoma.....	University of Puget Sound.....	Julius Christian Zeller, D. C. L.
Do.....	Whitworth College.....	Rev. Donald D. McKay, D. D.
Walla Walla.....	Whitman College.....	Rev. S. B. L. Penrose, D. D.

VI.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	Name of president.
WEST VIRGINIA.		
Barboursville.....	Morris Harvey College.....	D. W. Shaw, A. M.
Bethany.....	Bethany College.....	T. E. Cramblet, L.L. D.
Buckhannon.....	West Virginia Wesleyan College.....	Carl G. Doney, L.L. D.
Charlestown.....	Powhatan College.....	Stewart P. Hutton, L.L. D.
Elkins.....	Davis and Elkins College.....	James E. Allen, A. B.
Lewisburg.....	Lewisburg Seminary.....	Rev. Richard C. Sommerville, D.D.
Morgantown.....	West Virginia University.....	Thomas E. Hodges, L.L. D.
WISCONSIN.		
Appleton.....	Lawrence College.....	Rev. S. Plantz, L.L. D.
Beloit.....	Beloit College.....	Rev. Edward D. Eaton, L.L. D.
Madison.....	University of Wisconsin.....	Charles R. Van Hise, Ph. D.
Milton.....	Milton College.....	Rev. Wm. C. Daland, D. D.
Milwaukee.....	Concordia College.....	Rev. M. J. F. Albrecht.
Do.....	Marquette University.....	Rev. Joseph Grimmelmsman, S. J.
Do.....	Milwaukee-Downer College.....	Miss Ellen C. Sabin, A. M.
Plymouth.....	Mission House.....	Rev. E. A. Hofer, D. D.
Ripon.....	Ripon College.....	Silas Evans, D. D.
Watertown.....	Northwestern College.....	Rev. A. F. Ernst.
Waukesha.....	Carroll College.....	Rev. W. O. Carrier, D. D.
WYOMING.		
Laramie.....	University of Wyoming.....	C. A. Duniway, Ph. D.

VII.—PROFESSORS OF PEDAGOGY AND HEADS OF DEPARTMENTS OF PEDAGOGY IN UNIVERSITIES AND COLLEGES.

Location.	University or college.	Name of professor or head of department.
Montgomery, Ala.....	Woman's College of Alabama.....	D. G. Sunne, Ph. D.
University, Ala.....	University of Alabama.....	James J. Doster.
Fayetteville, Ark.....	University of Arkansas.....	Wm. S. Johnson, Ph. D.
Berkeley, Cal.....	University of California.....	A. F. Lange, Ph. D.
Los Angeles, Cal.....	University of Southern California.....	Thomas B. Stowell, L.L. D.
Do.....	Occidental College.....	George F. Cook, Ph. D.
Pasadena, Cal.....	Throop Polytechnic Institute.....	A. H. Chamberlain, A. M.
San Jose, Cal.....	College of the Pacific.....	J. Wm. Harris, Ph. D.
Stanford University, Cal.....	Leland Stanford Junior University.....	Ellwood P. Cubberley, Ph. D.
Boulder, Colo.....	University of Colorado.....	Frank E. Thompson, B. A.
Colorado Springs, Colo.....	Colorado College.....	J. V. Breitwieser, A. M.
University Park, Colo.....	University of Denver.....	D. E. Phillips, Ph. D.
Washington, D. C.....	Catholic University of America.....	Rev. Thomas E. Shields, Ph. D.
Do.....	George Washington University.....	W. R. Ruediger, Ph. D., acting.
Do.....	Howard University (colored).....	Lewis B. Moore, Ph. D.
De Land, Fla.....	John B. Stetson University.....	Lincoln Hulley, Ph. D., president.
Gainesville, Fla.....	University of Florida.....	John A. Thackston, Ph. D.
Tallahassee, Fla.....	State College for Women.....	Nathaniel M. Salley, A. M.
Athens, Ga.....	University of Georgia.....	T. J. Woolter, Ph. D.
Atlanta, Ga.....	Atlanta University (colored).....	George A. Towns, A. M.
Dahlonega, Ga.....	North Georgia Agricultural College.....	Gustavus R. Glenn, L.L. D., pres.
South Atlanta, Ga.....	Clark University (colored).....	James A. Wilson, Ph. B.
Moscow, Idaho.....	University of Idaho.....	Philip H. Soulen, A. M.
Chicago, Ill.....	University of Chicago.....	Chas. H. Judd, Ph. D.
Decatur, Ill.....	James Millikin University.....	A. R. Taylor, Ph. D., president.
Evanston, Ill.....	Northwestern University.....	Harlan Updegraff, Ph. D.
Greenville, Ill.....	Greenville College.....	Clark W. Shay, M. S.
Urbana, Ill.....	University of Illinois.....	W. C. Bagley, Ph. D.
Bloomington, Ind.....	Indiana University.....	Wm. F. Book, Ph. D.
Crawfordsville, Ind.....	Wabash College.....	George H. Tapp, M. A.
Earlham, Ind.....	Earlham College.....	J. H. Coffin, Ph. D.
Greencastle, Ind.....	De Pauw University.....	Rufus B. Von Kleinsmid, A. M.
Hanover, Ind.....	Hanover College.....	Wm. A. Mills, L.L. D., president.
Indianapolis, Ind.....	Butler College.....	Arthur K. Rogers, Ph. D.
Lafayette, Ind.....	Purdue University.....	George L. Roberts, A. M.
Moore's Hill, Ind.....	Moore's Hill College.....	Zenos E. Scott.
Cedar Falls, Iowa.....	Iowa State Teachers College.....	Chauncey P. Colgrove, D. Sc.
Cedar Rapids, Iowa.....	Coe College.....	Alex. C. Robble, B. A.
Charles City, Iowa.....	Charles City College.....	Frederick Schaub, A. M.
Des Moines, Iowa.....	Des Moines College.....	David L. Cloyd, A. M.
Do.....	Drake University.....	William F. Barr, A. M.
Fayette, Iowa.....	Upper Iowa University.....	A. E. Bennett, Ph. D.
Opheim, Iowa.....	Imnox College.....	P. W. Knuth, A. M.
Indianola, Iowa.....	Simpson College.....	Allen Ruggles, A. M.
Iowa City, Iowa.....	State University of Iowa.....	Walter A. Jessup, A. M.
Iowa Falls, Iowa.....	Elsworth College.....	H. T. Dagistan, A. M.

VII.—PROFESSORS OF PEDAGOGY AND HEADS OF DEPARTMENTS OF PEDAGOGY IN UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	Name of professor or head of department.
Lamoni, Iowa.....	Graceland College.....	R. M. Stewart, A. B.
Mount Pleasant, Iowa...	Iowa Wesleyan College.....	Elmer E. Lymer, B. S.
Mount Vernon, Iowa....	Cornell College.....	George H. Betts, Ph. M.
Pella, Iowa.....	Central University of Iowa.....	John D. Dodson, A. M.
Sioux City, Iowa.....	Morningside College.....	E. A. Brown, A. M.
Tabor, Iowa.....	Tabor College.....	J. F. Crawford, A. M.
Toledo, Iowa.....	Leander Clark College.....	Ross Masters, Ph. M.
University Park, Iowa....	Central Hollaess University.....	Mac B. Borton, Ph. D.
Atchison, Kans.....	Midland College.....	Lillian Scott, Ph. B.
Baldwin, Kans.....	Baker University.....	Mary A. Ludlum, A. M.
Emporia, Kans.....	Emporia College.....	W. S. Reese, Ph. M.
Holtan, Kans.....	Campbell College.....	Charles H. Johnston, Ph. D.
Lawrence, Kans.....	University of Kansas.....	Anna A. Carlson.
Lindsborg, Kans.....	Bethany College.....	John A. Clement, A. M.
McPherson, Kans.....	McPherson College.....	Herbert H. Foster, Ph. D.
Ottawa, Kans.....	Ottawa University.....	Albert H. King, M. Pd.
Salina, Kans.....	Kansas Wesleyan University.....	Orna Crawley, B. Pd.
Sterling, Kans.....	Cooper College.....	Emil C. Wilm, Ph. D.
Topeka, Kans.....	Washburn College.....	Benjamin F. Pittenger, B. Pd.
Wichita, Kans.....	Fairmount College.....	B. W. Truesdell, A. B.
Do.....	Friends University.....	Henrietta V. Race, A. M.
Winfield, Kans.....	Southwestern College.....	John W. Dinsmore, A. M.
Berea, Ky.....	Berea College.....	Geo. J. Ramsey, LL. D.
Danville, Ky.....	Central University of Kentucky.....	James T. Noe, A. M.
Lexington, Ky.....	State University of Kentucky.....	Alexander B. Coffey, Ph. D., dean.
Baton Rouge, La.....	Louisiana State University and Agricultural and Mechanical College.....	Margaret E. Cross.
New Orleans, La.....	H. Sophie Newcomb Memorial College.....	Joseph M. Gwinn, A. M.
Do.....	Leland University (colored).....	James L. McConaghy.
Do.....	Tulane University of Louisiana.....	Arthur J. Jones, Ph. D.
Bowdoin, Me.....	Bowdoin College.....	Edward F. Buchner, Ph. D.
Orono, Me.....	University of Maine.....	Chas. A. Johnson, A. B.
Baltimore, Md.....	Johns Hopkins University.....	James Widdowson, A. M.
Do.....	Morgan College (colored).....	Sarah L. Arnold, A. M.
Westminster, Md.....	Western Maryland College.....	Paul H. Hanus, LL. D.
Boston, Mass.....	Simmons College.....	Elizabeth K. Adams, Ph. D.
Cambridge, Mass.....	Harvard University.....	Wm. C. Moore, A. M.
Northampton, Mass.....	Smith College.....	W. H. Burnham, Ph. D.
South Hadley, Mass.....	Mount Holyoke College.....	Sarah J. Knott, A. M.
Wellesley, Mass.....	Wellesley College.....	Albert P. Cook.
Worcester, Mass.....	Clark University.....	Allen S. Whitney, A. B.
Do.....	Clark College.....	Charles H. Gurney, A. M.
Adrian, Mich.....	Adrian College.....	Edwin N. Brown, Ph. D.
Alma, Mich.....	Alma College.....	Herbert L. Stetson, LL. D.
Ann Arbor, Mich.....	University of Michigan.....	E. G. Lancaster, Ph. D., president.
Hillsdale, Mich.....	Hillsdale College.....	George F. James, Ph. D.
Holland, Mich.....	Hope College.....	Julius Borras, M. L.
Kalamazoo, Mich.....	Kalamazoo College.....	Andrew W. Anderson, A. M.
Olivet, Mich.....	Olivet College.....	James W. Bell, A. M.
Minneapolis, Minn.....	University of Minnesota.....	J. L. Meriam, Ph. D.
Northfield, Minn.....	St. Olaf College.....	Harvey G. Townsend.
St. Paul, Minn.....	Macalester College.....	Edgar J. Swift, Ph. D.
University, Miss.....	University of Mississippi.....	Wm. Orville Allen, Ph. D.
Columbia, Mo.....	University of Missouri.....	John R. Jenison, A. B.
Fayette, Mo.....	Central College.....	Wm. C. T. Adams, Ph. D.
St. Louis, Mo.....	Washington University.....	Jas. A. Beattie, LL. D.
Springfield, Mo.....	Drury College.....	Frederick Griggs, president.
Tarkio, Mo.....	Tarkio College.....	Forrest A. Kingsburg, M. A.
Missoula, Mont.....	University of Montana.....	Martin Remp, A. B.
Bellevue, Nebr.....	Bellevue College.....	Charles Fordyce, Ph. D., dean.
Bethany, Nebr.....	Cotner University.....	Bertram Everett McFrood, A. M.
College View, Nebr.....	Union College.....	Bessie Casbeer, A. B.
Grand Island, Nebr.....	Grand Island College.....	Romanzo Adams, Ph. M.
Hastings, Nebr.....	Hastings College.....	Wilmon Henry Sheldon, Ph. D.
Lincoln, Nebr.....	University of Nebraska.....	E. R. Payson, Ph. D.
University Place, Nebr.....	Nebraska Wesleyan University.....	Charles E. Hodgin, B. Pd.
York, Nebr.....	York College.....	Clarence L. Clarke, Ph. B.
Reno, Nev.....	University of Nevada.....	E. N. Henderson, A. M.
Hanover, N. H.....	Dartmouth College.....	Fred W. Atkinson, Ph. D., president.
New Brunswick, N. J.....	Rutgers College.....	Robt. D. Ford, M. S.
Albuquerque, N. Mex.....	University of New Mexico.....	W. H. Squires, Ph. D.
Alfred, N. Y.....	Alfred University.....	Vida F. Moore, Ph. D.
Brooklyn, N. Y.....	Adelphi College.....	Ida E. Rogers.
Do.....	Polytechnic Institute of Brooklyn.....	M. S. Read, Ph. D.
Canton, N. Y.....	St. Lawrence University.....	Charles De Garmo, Ph. D.
Clinton, N. Y.....	Hamilton College.....	
Elmira, N. Y.....	Elmira College.....	
Geneva, N. Y.....	Hobart College (Wm. Smith College).....	
Hamilton, N. Y.....	Colgate University.....	
Ithaca, N. Y.....	Cornell University.....	

VII.—PROFESSORS OF PEDAGOGY AND HEADS OF DEPARTMENTS OF PEDAGOGY IN UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	Name of professor or head of department.
New York, N. Y.	College of the City of New York	Stephen P. Duggan, Ph. D.
Do.	Columbia University (Teachers College)	James E. Russell, LL. D., dean.
Do.	New York University	T. M. Balliet, Ph. D.
Do.	Normal College of the City of New York	James M. Kieran, LL. D.
Rochester, N. Y.	University of Rochester	George M. Forbes, A. M.
Syracuse, N. Y.	Syracuse University	J. R. Street, Ph. D.
Chapel Hill, N. C.	University of North Carolina	Marcus C. S. Noble.
Durham, N. C.	Trinity College	Eugene C. Brooks, A. B.
Elon College, N. C.	Elon College	Thomas C. Amick, Ph. D.
Raleigh, N. C.	Meredith College	Mary S. Smith, A. B.
Salisbury, N. C.	Livingstone College (colored)	W. R. Connors, A. B.
Wake Forest, N. C.	Wake Forest College	J. Henry Highsmith.
Agricultural College, N. Dak.	North Dakota Agricultural College	Arland D. Weeks, M. A.
Fargo, N. Dak.	Fargo College	Pitt G. Knowlton.
University, N. Dak.	University of North Dakota	Joseph Kennedy, A. M.
Ada, Ohio	Ohio Northern University	H. L. Frank, A. M.
Alliance, Ohio	Mount Union-Solo College	John B. Bowman, A. M.
Ashland, Ohio	Ashland College	L. Leedy Garber, A. M.
Beres, Ohio	Baldwin University	Fletcher D. Ward, B. S.
Cincinnati, Ohio	University of Cincinnati	Wm. P. Burris, A. M., dean.
Columbus, Ohio	Ohio State University	Wm. W. Boyd, A. M.
Defiance, Ohio	Defiance College	Edward Byers, Sc. D.
Oberlin, Ohio	Oberlin College	Edward A. Miller, A. B.
Tiffin, Ohio	Heidelberg University	Henry L. Beam, A. M.
Westerville, Ohio	Otterbein University	Walter G. Clippinger, B. D., president.
Wilberforce, Ohio	Wilberforce University (colored)	Sarah C. B. Scarborough, M. Pd.
Yellow Springs, Ohio	Antioch College	W. W. Weaver, A. M.
Norman, Okla.	University of Oklahoma	W. W. Phelan.
Stillwater, Okla.	Oklahoma Agricultural and Mechanical College	John H. Bowers, Ph. D.
Eugene, Oreg.	University of Oregon	Charles J. C. Bennett, Ph. D.
Portland, Oreg.	Reed College	Edward O. Sisson, Ph. D.
Salem, Oreg.	Willamette University	Mary E. Reynolds, B. S.
Allentown, Pa.	Muhlenberg College	G. T. Ettinger, Ph. D.
Annaville, Pa.	Lebanon Valley College	C. C. Peters, A. M.
Carlisle, Pa.	Dickinson College	Wm. L. Gooding, Ph. D.
Collegeville, Pa.	Ursinus College	Geo. L. Omwake, Pd. D., president.
Bryn Mawr, Pa.	Bryn Mawr College	James H. Leuba, Ph. D.
Huntingdon, Pa.	Juniata College	Charles C. Ellis, Ph. D.
Lewisburg, Pa.	Bucknell University	Thomas A. Edwards, A. M.
Philadelphia, Pa.	Temple University	Charles A. Coulomb, Ph. D.
Do.	University of Pennsylvania	A. D. Yocum, Ph. D.
Pittsburgh, Pa.	University of Pittsburgh	Will G. Chambers, M. S.
Selinsgrove, Pa.	Susquehanna University	William Noetting, A. M.
Swarthmore, Pa.	Swarthmore College	Bird T. Baldwin, Ph. D.
Villanova, Pa.	Villanova College	John C. Fisher, A. M.
Providence, R. I.	Brown University	W. B. Jacobs, A. M.
Columbia, S. C.	University of South Carolina	Patterson Wardlaw, LL. D.
Orangeburg, S. C.	Claflin University (colored)	J. E. Wallace, A. B.
Brookings, S. Dak.	South Dakota State College of Agriculture and Mechanic Arts	Joseph N. Rodeheaver, Ph. D.
Mitchell, S. Dak.	Dakota Wesleyan University	Gustav S. Petterson, A. M.
Vermilion, S. Dak.	University of South Dakota	A. W. Trettien, Ph. D.
Yankton, S. Dak.	Yankton College	Henry K. Warren, LL. D.
Knoxville, Tenn.	University of Tennessee	E. E. Rall, Ph. D.
Austin, Tex.	University of Texas	W. S. Sutton, LL. D.
Fort Worth, Tex.	Polytechnic College	W. C. Bryant, B. A.
Do.	Texas Christian University	John W. Kinsey, A. B.
Georgetown, Tex.	Southwestern University	Claude A. Nichols, Ph. B.
Waco, Tex.	Baylor University	Frederick Eby, Ph. D.
Waxahachie, Tex.	Trinity University	Samuel L. Hornbeak, LL. D., president.
Salt Lake City, Utah	University of Utah	Wm. M. Stewart, M. Di.
Burlington, Vt.	University of Vermont and State Agricultural College	James Franklin Messenger, Ph. D.
Middlebury, Vt.	Middlebury College	Edward D. Collins, Ph. D.
Emory, Va.	Emory and Henry College	J. P. McConnell, Ph. D., acting.
Lynchburg, Va.	Randolph-Macon Woman's College	Wilmot B. Lane, Ph. D.
Salem, Va.	Roanoke College	F. V. N. Painter, A. M.
Charlottesville, Va.	University of Virginia	Wm. H. Heck, A. M.
Williamsburg, Va.	College of William and Mary	Henry E. Bennett, A. B.
Pullman, Wash.	State College of Washington	Alfred A. Cleveland, Ph. D.
Seattle, Wash.	University of Washington	F. E. Bolton, Ph. D.
Morgantown, W. Va.	West Virginia University	Jasper N. Deahl, Ph. D.
Appleton, Wis.	Lawrence College	Lester B. Rogers, A. M.
Beloit, Wis.	Beloit College	Almon W. Burr, A. M.
Madison, Wis.	University of Wisconsin	M. Vincent O'Shea, B. L.
Ripon, Wis.	Ripon College	Wm. J. Mutch, Ph. D.
Waukesha, Wis.	Carroll College	Samuel B. Ray, M. A.
Laramie, Wyo.	University of Wyoming	John O. Creager, A. M.

VIII.—PRINCIPALS OF NORMAL SCHOOLS.

1.—Public normal schools.

Location.	Name of institution.	Principal.
ALABAMA.		
Daphne.....	Daphne State Normal School.....	B. B. Baker.
Florence.....	State Normal College.....	James K. Powers.
Jacksonville.....	State Normal School.....	C. W. Daugette.
Livingston.....	Alabama Normal College for Girls.....	George W. Brock.
Montgomery.....	State Colored Normal School.....	Wm. B. Patterson.
Moundville.....	State Normal College.....	B. F. Smith.
Normal.....	Agricultural and Mechanical College for Negroes.	Walter S. Buchanan.
Troy.....	State Normal College.....	E. M. Shackelford.
Tuskegee.....	Tuskegee Normal and Industrial Insti- tute (colored).	B. T. Washington.
ARIZONA.		
Flagstaff.....	Northern Arizona Normal School.....	R. H. H. Blome.
Tempe.....	Tempe Normal School of Arizona.....	A. J. Matthews.
ARKANSAS.		
Conway.....	Arkansas State Normal School.....	J. J. Doyne.
Pine Bluff.....	Branch Normal College (colored).....	F. T. Venegar.
CALIFORNIA.		
Chico.....	State Normal School.....	Allison Ware.
Fresno.....	do.....	C. L. McLane.
Los Angeles.....	do.....	Jesse F. Millspargh.
San Diego.....	do.....	Edward L. Hardy.
San Francisco.....	do.....	Frederic Burk.
San Jose.....	do.....	Morris Ehmer Dailey.
Santa Barbara.....	State Normal School of Manual Arts and Home Economics.	Ednah A. Rich.
COLORADO.		
Gunnison.....	State Normal School.....	C. A. Hollingshead.
CONNECTICUT.		
Bridgeport.....	Bridgeport City Normal School.....	Besse E. Howes.
Danbury.....	State Normal Training School.....	John R. Perkins.
New Britain.....	State Normal Training School.....	Marcus White.
New Haven.....	do.....	Arthur B. Morrill.
Willimantic.....	do.....	Henry T. Burr.
DISTRICT OF COLUMBIA.		
Washington.....	Washington Normal School No. 1.....	Anne M. Goding.
Do.....	Washington Normal School No. 2 (colored).....	Lucy E. Moten.
GEORGIA.		
Athens.....	State Normal School.....	Jere M. Pound.
Milledgeville.....	Georgia Normal and Industrial College.....	M. M. Parks.
Valdosta.....	Southern Georgia State Normal College.....	R. H. Powell.
IDAHO.		
Albion.....	State Normal School.....	G. A. Axline.
Lewiston.....	do.....	Geo. H. Black.
ILLINOIS.		
Carbondale.....	Southern Illinois State Normal University.....	D. B. Parkinson.
Charlton.....	Eastern Illinois State Normal School.....	L. C. Lord.
Chicago.....	Chicago Normal School.....	Wm. B. Owen.
De Kalb.....	Northern Illinois State Normal School.....	John W. Cook.
Macomb.....	Western Illinois State Normal School.....	Walter P. Morgan.
Normal.....	Illinois State Normal University.....	David Felmley.
INDIANA.		
Fort Wayne.....	Normal Training School.....	Flora Wilber.
Indianapolis.....	Indianapolis Normal School.....	Miss Marion Lee Webster.
Terre Haute.....	Indiana State Normal School.....	William W. Parsons.
KANSAS.		
Emporia.....	State Normal School.....	Joseph H. Hill.
Hays.....	Western State Normal School.....	William S. Picken.
Pittsburg.....	State Manual Training Normal School.....	George E. Myers.

VIII.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

1.—Public normal schools—Continued.

Location.	Name of institution.	Principal.
KENTUCKY.		
Bowling Green.....	Western Kentucky State Normal School..	H. H. Cherry.
Frankfort.....	State Normal and Industrial Institute for Colored Persons.	G. P. Russell.
Louisville.....	Louisville Normal School.....	
Richmond.....	Eastern Kentucky State Normal School..	J. G. Crabbe.
LOUISIANA.		
Natchitoches.....	Louisiana State Normal School.....	V. L. Roy.
New Orleans.....	New Orleans Normal School.....	Miss Margaret C. Hanson.
MAINE.		
Castine.....	Eastern State Normal School.....	Albert F. Richardson.
Farmington.....	Farmington State Normal School.....	Wilbert G. Mallett.
Fort Kent.....	Madawaska Training School.....	Mary P. Nowland.
Gorham.....	Western State Normal School.....	Walter E. Russell.
Lee.....	Lee Normal Academy.....	Elmer R. Verrill.
Machias.....	Washington State Normal School.....	William L. Powers.
Presque Isle.....	Aroostook State Normal School.....	San Lorenzo Merriman.
Springfield.....	Springfield Normal School.....	S. W. Norwood.
MARYLAND.		
Baltimore.....	Baltimore Teachers Training School.....	Frank A. Manny.
Do.....	Colored Training School.....	Joseph H. Lockerman.
Do.....	Maryland State Normal School.....	Sarah E. Richmond.
Bowie.....	Maryland State Normal and Industrial School (colored).	D. S. S. Goodloe.
Frostburg.....	Maryland State Normal School No. 2.....	Edward F. Webb.
MASSACHUSETTS.		
Boston.....	Boston Normal School.....	Wallace C. Boyden.
Do.....	Massachusetts Normal Art School.....	James F. Hopkins.
Bridgewater.....	State Normal School.....	Arthur C. Boyden.
Fall River.....	Normal Training School.....	Anna W. Braley.
Fitchburg.....	State Normal School.....	John G. Thompson.
Frammingham.....	do.....	Henry Whittemore.
Hyannis.....	do.....	Wm. A. Baldwin.
Lowell.....	do.....	Cyrus A. Durgin.
North Adams.....	do.....	F. F. Murdock.
Salem.....	do.....	Joseph Asbury Pitman.
Westfield.....	do.....	Clarence A. Brodeur.
Worcester.....	do.....	Wm. B. Aspinwall.
MICHIGAN.		
Allegan.....	Allegan County Normal School.....	Susie M. Ellett.
Berrien Springs.....	Berrien County Normal School.....	Blanche Peppie.
Charlevoix.....	Charlevoix County Normal School.....	Jessie M. Himes.
Charlotte.....	Eaton County Normal School.....	Mrs. Ada M. Carrick.
Cheboygan.....	Cheyboygan County Normal School.....	Winifred M. Cabbage.
Croswell.....	Sanilac County Normal School.....	Cathryne Pickett.
Detroit.....	Washington Normal School.....	J. F. Thomas.
Flint.....	Genesee County Normal School.....	Katherine Schoenhals.
Hart.....	Oceana County Normal School.....	Matilda Bachon.
Ionia.....	Ionia County Normal School.....	Edith E. Williamson.
Ithaca.....	Gratiot County Normal School.....	Margaret G. Battle.
Kalamazoo.....	Western State Normal School.....	Dwight B. Waldo.
Kalkaska.....	Kalkaska County Normal School.....	Edith Keen.
Ludington.....	Mason County Normal School.....	Mrs. Lilly Robinson.
Marquette.....	Northern State Normal School.....	James H. Kaya.
Marshall.....	Calhoun County Normal School.....	Eva Warriner.
Mount Pleasant.....	Central State Normal School.....	Chas. T. Grawn.
Muskegon.....	Muskegon County Normal School.....	L. Marguerite Lux.
Owasco.....	Shiawassee County Normal School.....	Mrs. Alice P. Kimball.
Pontiac.....	Oakland County Normal School.....	Kate H. Brown.
St. Johns.....	Clinnton County Normal School.....	Mattie A. Smith.
Saginaw.....	Saginaw County Normal School.....	Linda Hankinson.
Standish.....	Arenac County Normal School.....	Maud E. Bird.
Ypsilanti.....	Michigan State Normal College.....	Charles McKenny
MINNESOTA.		
Duluth.....	State Normal School.....	E. W. Bohannon.
Mankato.....	do.....	Chas. H. Cooper.
Moorhead.....	do.....	Frank A. Weld.
St. Cloud.....	do.....	W. A. Shoemaker.
St. Paul.....	Teachers Training School.....	L. L. Everly.
Winona.....	State Normal School.....	G. E. Maxwell.

VIII.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

1.—Public normal schools—Continued.

Location.	Name of institution.	Principal.
MISSISSIPPI.		
Hattiesburg.....	Mississippi Normal College.....	Joe Cook.
Shelby.....	Shelby Normal Institute (colored).....	J. M. Williamson.
MISSOURI.		
Cape Girardeau.....	State Normal School.....	W. S. Dearmont.
Jefferson City.....	Lincoln Institute (colored).....	Benjamin F. Allen.
Kirkville.....	State Normal School.....	John R. Kirk.
Maryville.....	do.....	H. K. Taylor.
St. Louis.....	Harris Teachers College.....	John W. Withers.
Springfield.....	State Normal School.....	W. T. Carrington.
Warrensburg.....	do.....	W. J. Hawkins.
MONTANA.		
Dillon.....	Montana State Normal School.....	Henry H. Swain.
NEBRASKA.		
Chadron.....	State Normal School.....	Joseph Sparks.
Kearney.....	do.....	A. O. Thomas.
Peru.....	do.....	D. W. Hayes.
Wayne.....	do.....	U. S. Conn.
NEW HAMPSHIRE.		
Keene.....	State Normal School.....	Wallace E. Mason.
Plymouth.....	do.....	Ernest L. Silver.
NEW JERSEY.		
Elizabeth.....	Elizabeth Normal and Training School.....	Wm. F. Robinson.
Jersey City.....	Teachers' Training School.....	Joseph H. Brensinger.
Montclair.....	New Jersey State Normal School.....	Chas. S. Chapin.
Newark.....	Newark Normal and Training School.....	W. S. Willis.
Paterson.....	Paterson Normal Training School.....	Frank W. Smith.
Trenton.....	New Jersey State Normal School.....	James M. Green.
NEW MEXICO.		
Las Vegas.....	New Mexico Normal University.....	Frank H. H. Roberts.
Silver City.....	New Mexico Normal School.....	C. M. Light.
NEW YORK.		
Albany.....	New York State Normal College.....	Wm. J. Milne.
Do.....	Teachers' Training School.....	C. Edward Jones.
Brockport.....	State Normal and Training School.....	Alfred C. Thompson.
Brooklyn.....	Training School for Teachers.....	Emma L. Johnston.
Buffalo.....	State Normal School.....	Daniel Upton.
Cohoes.....	Cohoes Training School.....	Harriet L. Knapp.
Cortland.....	State Normal and Training School.....	Harry DeW. DeGroat.
Fredonia.....	do.....	Myron T. Dana.
Geneseo.....	Geneseo State Normal School.....	James V. Sturges.
New Paltz.....	State Normal School.....	John C. Bliss.
New York.....	New York Training School for Teachers.....	E. N. Jones.
Oneonta.....	State Normal School.....	Percy I. Bugbee.
Oswego.....	Oswego State Normal and Training School.....	Isaac B. Poucher.
Plattsburg.....	State Normal School.....	Geo. K. Hawkins.
Potsdam.....	State Normal and Training School.....	Jeremiah M. Thompson.
Rochester.....	Rochester Training School.....	Edith A. Scott.
Syracuse.....	Syracuse Training School for Teachers.....	G. A. Lewis.
Yonkers.....	Yonkers Training School for Teachers.....	Eleanor M. Taylor.
NORTH CAROLINA.		
Cullowhee.....	Cullowhee Normal and Industrial School.....	A. C. Reynolds.
Elizabeth City.....	State Colored Normal School.....	P. W. Moore.
Fayetteville.....	do.....	E. E. Smith.
Greenville.....	East Carolina Teachers Training School.....	Robt. H. Wright.
Greensboro.....	State Normal and Industrial College.....	J. T. Foust.
Pembroke.....	Croatian Normal College (Indian).....	O. V. Hamrick.
Winston.....	Slater Industrial and State Normal School (colored).....	F. M. Kennedy.
NORTH DAKOTA.		
Ellendale.....	North Dakota State Normal and Industrial School.....	W. M. Kern.
Williston.....	State Normal School.....	Thos. A. Hillyer.
City.....	do.....	Geo. A. McFarland.

VIII.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

1.—Public normal schools—Continued.

Location.	Name of institution.	Principal.
OHIO.		
Akron.....	Perkins Normal School.....	Lee R. Knight.
Athens.....	State Normal College.....	Henry G. Williams.
Cleveland.....	Cleveland Normal Training School.....	James W. McLane.
Columbus.....	Columbus Normal School.....	Margaret W. Sutherland.
Dayton.....	Dayton Normal School.....	Grace A. Greene.
Oxford.....	State Normal College.....	H. C. Minnich.
Toledo.....	Toledo Normal Training School.....	Mr. Ella M. R. Baird.
OKLAHOMA.		
Ada.....	East Central State Normal School.....	Chas. W. Briles.
Alva.....	Northwestern State Normal School.....	Grant B. Grumbine.
Durant.....	Southeastern State Normal School.....	E. D. Murdaugh.
Edmond.....	Central State Normal School.....	Charles Evans.
Langston.....	Colored Agricultural and Normal University.	Inman E. Page.
Tablequah.....	Northwestern State Normal School.....	Frank E. Buck.
Weatherford.....	Southwestern State Normal School.....	U. J. Griffith.
OREGON.		
Monmouth.....	State Normal School.....	J. H. Ackerman.
PENNSYLVANIA.		
Bloomsburg.....	State Normal School.....	D. J. Waller, Jr.
California.....	Southwestern State Normal School.....	W. S. Hertzog.
Clarion.....	Clarion State Normal School.....	Harry M. Shifer.
East Stroudsburg.....	East Stroudsburg State Normal School.....	E. L. Kemp.
Edinboro.....	State Normal School.....	Frank E. Baker.
Erie.....	Erie Normal Training School.....	Celestia J. Hershey.
Harrisburg.....	Teachers Training School.....	Anne U. Wert.
Indiana.....	Indiana Normal School of Pennsylvania.....	James E. Ament.
Kutztown.....	Keystone State Normal School.....	A. C. Rothermel.
Lock Haven.....	Central State Normal School.....	George F. Singer.
Mansfield.....	Mansfield State Normal School.....	Andrew T. Smith.
Millersville.....	First Pennsylvania State Normal School.....	P. Munroe Harbold.
Philadelphia.....	Philadelphia Normal School for Girls.....	J. M. Willard.
Do.....	Philadelphia School of Pedagogy.....	Francis B. Brandt.
Reading.....	Normal and Training School for Girls.....	Martha A. Seiders.
Shippensburg.....	Cumberland Valley State Normal School.....	Samuel A. Martin.
Slippery Rock.....	Slippery Rock State Normal School.....	Albert E. Malthy.
West Chester.....	State Normal School.....	George M. Phillips.
RHODE ISLAND.		
Providence.....	Rhode Island State Normal School.....	John L. Alger.
SOUTH CAROLINA.		
Orangeburg.....	Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina.	Robert S. Wilkinson.
Rockhill.....	Winthrop Normal College.....	D. B. Johnson.
SOUTH DAKOTA.		
Aberdeen.....	Northern Normal and Industrial School.....	Geo. W. Nash.
Madison.....	State Normal School.....	J. W. Heston.
Spearsfish.....	do.....	F. L. Cook.
Springfield.....	do.....	G. G. Wenzlaff.
TENNESSEE.		
Johnson City.....	East Tennessee State Normal School.....	S. G. Gilbreath.
Memphis.....	West Tennessee State Normal School.....	Seymour A. Mynders.
Murfreesboro.....	Middle Tennessee State Normal School.....	R. L. Jones.
Nashville.....	State Agricultural and Industrial Normal School for Negroes.	W. J. Hale.
TEXAS.		
Canyon City.....	West Texas State Normal College.....	R. B. Cousins.
Denton.....	North Texas State Normal College.....	W. H. Bruce.
Huntsville.....	Sam Houston State Normal Institute.....	H. F. Estill.
Prairie View.....	Prairie View State Normal and Industrial College (colored).	Ed. L. Blackshear.
San Marcos.....	Southwest Texas State Normal School.....	C. E. Evans.

VIII.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

1.—Public normal schools—Continued.

Location.	Name of institution.	Principal.
UTAH.		
Cedar City.....	Southern Branch of the State Normal School.	G. W. Decker.
VERMONT.		
Castleton.....	State Normal School.....	Charles A. Adams.
Johnson.....	do.....	Lyman R. Allen.
VIRGINIA.		
Farmville.....	State Female Normal School.....	J. L. Jarman.
Fredericksburg.....	State Normal and Industrial School for Women.	E. H. Russell.
Hampton.....	Hampton Normal and Agricultural Institute (colored).	H. B. Frissell.
Harrisonburg.....	State Normal and Industrial School for Women.	Julian A. Burruss.
Petersburg.....	Virginia Normal and Industrial Institute (colored).	J. H. Johnston.
WASHINGTON.		
Bellingham.....	State Normal School.....	Edward T. Mathes.
Cheney.....	do.....	N. D. Showalter.
Ellensburg.....	do.....	W. F. Wilson.
WEST VIRGINIA.		
Athens.....	State Normal School.....	C. L. Bemis.
Fairmont.....	do.....	O. I. Woodley.
Glenville.....	do.....	E. C. Rohrbough.
Huntington.....	Marshall College, State Normal School.....	Lawrence J. Corbly.
Institute.....	West Virginia Colored Institute.	Byrd Prillerman.
Shepherdstown.....	Shepherd College, State Normal School.....	Thomas C. Miller.
West Liberty.....	West Liberty State Normal School.....	John C. Shaw.
WISCONSIN.		
Algoma.....	Door-Kewaunee County Training School.....	J. A. Eichinger.
Alma.....	Buffalo County Training School.....	H. H. Liebenberg.
Antigo.....	Langlade County Training School.....	C. O. Marsh.
Berlin.....	Green Lake County Training School.....	Edgar Packard.
Columbus.....	Columbia County Training School.....	S. M. Thomas.
Fau Claire.....	Fau Claire County Training School.....	W. A. Clark.
Gays Mills.....	Crawford County Training School.....	G. E. Pratt.
Grand Rapids.....	Wood County Training School.....	M. H. Jackson.
Janesville.....	Rock County Training School.....	F. J. Lowth.
Kaukauna.....	Outagamie County Training School.....	Leo G. Schussmann.
La Crosse.....	State Normal School.....	F. A. Cotton.
Ladysmith.....	Rusk County Training School.....	R. H. Burns.
Manitowoc.....	Manitowoc County Training School.....	Fred Christiansen.
Marinette.....	Marinette County Training School.....	A. M. Olson.
Meadford.....	Taylor County Training School.....	J. H. Wheelock.
Menomonie.....	Dunn County Training School.....	G. L. Bowman.
Do.....	Stout Institute.....	L. D. Harvey.
Merrill.....	Lincoln County Training School.....	A. H. Cole.
Milwaukee.....	State Normal School.....	W. H. Cheever.
Monroe.....	Green County Training School.....	C. H. Diets.
New London.....	Waupaca County Training School.....	C. B. Stanley.
Oshkosh.....	State Normal School.....	John A. H. Keith.
Phillips.....	Price County Training School.....	D. A. Swartz.
Platteville.....	State Normal School.....	W. J. Sutherland.
Reedsburg.....	Sauk County Training School.....	W. E. Smith.
Rhinelander.....	Oneida County Training School.....	B. M. Dresden.
Rice Lake.....	Barron County Training School.....	John E. Hale.
Richland Center.....	Richland County Training School.....	A. A. Thomson.
River Falls.....	State Normal School.....	J. W. Crabtree.
St. Croix Falls.....	Polk County Training School.....	C. W. Monty.
Stevens Point.....	State Normal School.....	John F. Sims.
Superior.....	Superior State Normal School.....	V. E. McCaskill.
Viroqua.....	Vernon County Training School.....	A. E. Smith.
Wausau.....	Marathon County Training School.....	O. E. Wells.
Wautoma.....	Waushara County Training School.....	G. F. Dufoe.
Whitewater.....	State Normal School.....	Albert H. Yoder.

VIII—PRINCIPALS OF NORMAL SCHOOLS—Continued.

2.—Private normal schools.

Location.	Name of institution.	Principal.
ALABAMA.		
Snow Hill.....	Snow Hill Normal and Industrial Institute (colored).	W. J. Edwards.
ARKANSAS.		
Pea Ridge.....	Pea Ridge Masonic College.....	S. C. Parish.
CALIFORNIA.		
Berkeley.....	Oakland Kindergarten Training Class.....	Grace E. Barnard.
COLORADO.		
Denver.....	Denver Normal and Preparatory School...	R. A. Le Doux
CONNECTICUT.		
Bridgeport.....	Fannie A. Smith Froebel Kindergarten and Training School.	Fannie A. Smith.
FLORIDA.		
Jasper.....	Jasper Normal Institute.....	Geo. M. Lynch.
Madison.....	Florida Normal Institute.....	W. B. Cate.
Orange Park.....	Orange Park Normal and Manual Training School (colored).	Rev. George B. Hurd.
GEORGIA.		
Social Circle.....	Negro Normal and Industrial School.....	James A. Love.
ILLINOIS.		
Addison.....	German Evangelical Lutheran Teachers Seminary.	Theo. Brohm.
Chicago.....	National Kindergarten College.....	Elizabeth Harrison.
Do.....	Chicago Kindergarten Institute.....	Mary B. Page.
Dixon.....	Dixon College and Normal School.....	I. Frank Edwards.
Hoopeston.....	Greer College.....	E. L. Bailey.
Oregon.....	Wells School for Teachers.....	H. W. Sullivan.
INDIANA.		
Angola.....	Tri-State College.....	L. M. Sniff.
Danville.....	Central Normal College.....	J. W. Laird.
Indianapolis.....	Teachers College of Indianapolis.....	Eliza A. Blaker.
Marion.....	Marion Normal Institute.....	J. V. Jackson.
Muncie.....	Muncie Normal Institute.....	M. D. Kelly.
Rochester.....	Rochester Normal University.....	John C. Werner.
IOWA.		
Bloomfield.....	Normal and Scientific Institute.....	H. C. Brown.
Shenandoah.....	Western Normal College.....	J. M. Hussey.
KANSAS.		
Nickerson.....	Nickerson College.....	E. B. Smith.
KENTUCKY.		
Lexington.....	Chandler Normal School (colored).....	Fannie J. Webster.
Louisa.....	Kentucky Normal College.....	Walter M. Byington.
Morehead.....	Morehead Normal School.....	J. A. Robison.
MASSACHUSETTS.		
Boston.....	Froebel School, Kindergarten Normal Classes.	Annie C. Rust.
Do.....	Kindergarten Training School.....	Lucy Wheelock.
Do.....	Perry Kindergarten Normal School.....	Annie M. Perry.
Do.....	Symonds Kindergarten Training School...	Lucy H. Symonds.
Cambridge.....	Lesley Normal School.....	Edith L. Wolfard.
Springfield.....	Springfield Normal Kindergarten Training School.	Hattie Twichell.

VIII.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

2.—Private normal schools—Continued.

Location.	Name of institution.	Principal.
MICHIGAN.		
Grand Rapids.....	Grand Rapids Kindergarten Training School.	Clara Wheeler.
Petoskey.....	Petoskey Normal and Business College....	E. L. Warren.
MINNESOTA.		
Madison.....	Lutheran Normal School.....	K. Lokensgard.
New Ulm.....	Dr. Martin Luther College.....	A. Ackermann.
MISSISSIPPI.		
Tougaloo.....	Normal Department, Tougaloo University (colored).	Rev. Austin Hazen, acting.
MISSOURI.		
Kansas City.....	Froebel Kindergarten Training School....	Elizabeth Moss.
NEBRASKA.		
Fremont.....	Fremont Normal School.....	W. H. Clemmons.
Santee.....	Santee Normal Training School (Indian)..	Alfred L. Riggs.
NEW YORK.		
New York.....	The Jenny Hunter Kindergarten Training School.	Jenny Hunter.
NORTH CAROLINA.		
Albemarle.....	Albemarle Normal and Collegiate Institute.	Rev. Geo. H. Atkinson.
Asheville.....	Normal and Collegiate Institute.....	Edward F. Childs.
Charlotte.....	Rowan Normal Industrial Institute.....	C. S. Somerville.
Franklinton.....	Albion Academy (colored).....	John A. Savage.
Raleigh.....	St. Augustine School (colored).....	Rev. A. B. Hunter
OHIO.		
Canfield.....	Northeastern Ohio Normal College.....	J. Freeman Guy.
Cleveland.....	Cleveland Kindergarten Training School..	Netta Faris.
Dayton.....	St. Mary's Institute.....	Brother George Deek.
Ewington.....	Ohio Southern Normal College.....	H. W. Woodruff.
Toledo.....	Law Froebel Kindergarten Training School.	Mary E. Law.
Woodville.....	Woodville Lutheran Normal School.....	K. Hemminghaus.
PENNSYLVANIA.		
Cheney.....	Institute for Colored Youth.....	Hugh M. Browne.
Muncy.....	Lycoming County Normal School.....	S. B. Dunlap.
Philadelphia.....	Froebelian Training School for Women...	Emily D. Wright.
Do.....	Gratz College (Hebrew Normal).....	Rabbi H. M. Speaker.
Do.....	Miss Hart's Training School for Kindergarten.	Miss C. M. C. Hart.
Pittsburgh.....	Pittsburg and Allegheny Kindergarten College.	Mrs. James I. Buchanan.
SOUTH CAROLINA.		
Charleston.....	Avery Normal Institute (colored).....	I. Newton Owen.
Gaffney.....	Cherokee Normal and Industrial Institute (colored).	A. A. Sims.
Greenwood.....	Brewer Normal School (colored).....	Rev. J. M. Robinson.
Lancaster.....	Lancaster Normal and Industrial Institute (colored).	Robert J. Crockett.
SOUTH DAKOTA.		
Sioux Falls.....	Lutheran Normal School.....	Rev. Z. J. Ordal.
Yankton.....	Yankton Kindergarten Training School...	Alice Daugherty.
TENNESSEE.		
Memphis.....	Le Moyne Normal Institute (colored).....	Ludwig T. Larsen.
Morristown.....	Morristown Normal Asadamy (colored)....	Judson S. Hill.
Nashville.....	George Peabody College for Teachers.....	Bruce R. Payne.
TEXAS.		
Commerce.....	East Texas Normal College.....	W. L. Mayo.

VIII.—PRINCIPALS OF NORMAL SCHOOLS—Continued.

2.—Private normal schools—Continued.

Location.	Name of institution.	Principal.
VIRGINIA.		
Lawrenceville.....	St. Paul Normal and Industrial School (colored).	Rev. James S. Russell.
Richmond.....	Richmond Training School for Kindergartners.	Lucy S. Coleman.
WEST VIRGINIA.		
Harpers Ferry.....	Storer College (colored).....	Henry T. McDonald.
WISCONSIN.		
Milwaukee.....	National German - American Teachers' Seminary.	Max Griebach.
St. Francis.....	Catholic Normal School.....	Rev. J. M. Kasel.

IX.—SUMMER SCHOOL DIRECTORS.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
ALABAMA.				
Birmingham.....	City Training School for Teachers..	C. B. Glenn.....	June 2	June 27
Florence.....	State Normal College.....	Jas. K. Powers.....	June 6	July 18
Jacksonville.....	State Normal School.....	C. W. Daugeette.....	May 27	July 19
Mobile.....	County Teachers' Training School..	S. S. Murphy.....	June 15	Aug. 1
Troy.....	State Normal School.....	E. M. Shackelford.....	June 1	July 15
Tuskegee.....	Summer School for Teachers (Tuskegee Institute). ¹	J. R. E. Lee.....	June 16	July 12
University.....	University of Alabama.....	James J. Doster.....	June 13	July 25
ARIZONA.				
Flagstaff.....	Northern Arizona Normal School...	R. H. H. Blome, Ph. D.	June 16	Aug. 8
ARKANSAS.				
Conway.....	Arkansas State Normal.....	J. J. Doyno.....	June 9	July 18
Fayetteville.....	University of Arkansas.....	W. A. Johnson.....	June 16	July 25
CALIFORNIA.				
Alma.....	Cathedral Oaks School of Art.....	Chas. F. Ingerson.....	June 15	Aug. 15
Berkeley.....	California School of Arts and Crafts.	Frederick H. Meyer.....	June 23	Aug. 4
Do.....	University of California.....	Chas. H. Rieber.....	do.....	Aug. 3
Los Angeles.....	College of Fine Arts (University of Southern California).	W. L. Judson.....	July 1	Aug. 30
Do.....	Summer Elementary School.....	do.....	do.....	Aug. 16
Do.....	Summer High School.....	T. Fulton and R. G. Van Cleve.	do.....	Do.
Do.....	Y. M. C. A. Summer School for Boys.	J. A. Gillaspie.....	July 7	Aug. 30
Mount Hermon.....	Sequoia School of Applied Arts.....	James E. Addicott, A. M.	do.....	Aug. 15
Pacific Grove.....	Marine Biological Laboratory (Leland Stanford Junior University).	(O. P. Jenkins.....	May 28	July 9
Pasadena.....	Camp Merriam, Y. M. C. A. Summer School for Boys.	C. H. Gilbert.....		
Stockton.....	Stockton Commercial College.....	J. Y. Kerr.....	June 24	July 18
		A. Johnson.....	July 7	Aug. 20
COLORADO.				
Boulder.....	Colorado Chautauqua.....	F. A. Boggess.....	July 8	Aug. 16
Do.....	University of Colorado.....	M. G. Derham.....	June 23	Aug. 2
Colorado Springs.....	Colorado College.....	George M. Howe, Ph. D.	June 25	Do.
Denver (1625 Champa St.).	Barnes Commercial School.....	E. C. Barnes.....	June 2	Aug. 30

¹ Negro school.

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
COLORADO—continued.				
Denver.....	Denver Manual Training School....	Milton Clauser.....		
Do.....	Denver Normal and Preparatory School.	C. J. Blout.....	June 16	July 26
Greeley.....	State Teachers' College of Colorado.	Z. X. Snyder.....	June 9	July 18
Gunnison.....	Colorado State Normal School.....	C. A. Hollingshead.....	June 11	July 19
Tolland.....	School of Mountain Field Biology (University of Colorado).	Francis Ramaley.....	June 23	Aug. 2
University Park.....	University of Denver.....	Wilbur D. Engle, Ph. D.	June 16	July 25
Woodland Park.....	Summer School of Surveying (Colorado College).	Geo. E. Martin.....	June 2	June 28
CONNECTICUT.				
Danbury.....	State Normal Training School.....	John R. Perkins.....	July 1	July 29
Hartford.....	Hillyer Institute (Y. M. C. A.).....	Ralph A. Tracy.....	do.....	Aug. 15
Lakeville.....	German Summer School.....	Lillian L. Stroebe, Ph. D.	July 7	Aug. 17
Lyme.....	Old Lyme Art Class.....	Alon Bement.....	July 10	Sept. 10
New Britain.....	Y. M. C. A. Summer School for Boys	J. C. Moody.....	July 9	Aug. 17
New Haven.....	Hopkins Grammar School.....	Arthur B. Woodford.....	Aug. 18	Sept. 26
Do.....	New Haven Normal School of Gymnastics.	E. H. Arnold.....	Aug. 4	Aug. 30
Redding Ridge.....	Sanford School.....	D. S. Sanford.....	July 1	Sept. 15
Storrs.....	Summer School of Nature Study and Agriculture (Connecticut Agricultural College).	Albert F. Blakeslee, Ph. D.	do.....	July 25
DELAWARE.				
Dover.....	Delaware School of Methods.....			
Do.....	State College for Colored Students..	W. C. Jason.....	July 1	July 31
DISTRICT OF COLUMBIA.				
Washington.....	The Sisters College (Catholic University of America).	T. E. Shields.....	do.....	Aug. 10
FLORIDA.				
Gainesville.....	Teachers' Summer Training School.	A. A. Murphree, L.L.D.	June 16	July 25
Jacksonville.....	Miss Jacob's School.....	Gertrude Jacobi.....		
Do.....	Y. M. C. A. Summer School.....	J. C. Baldwin.....	June 30	Aug. 8
Lakeland.....	Lakeland Summer School.....	Charles M. Jones.....	May 5	June 6
Madison.....	Florida Normal Institute.....	W. B. Cate.....	June 12	Aug. 30
Sutherland.....	Southern College.....	E. W. McMullen.....	July 22	Sept. 13
Tallahassee.....	A. and M. College Training School for Teachers. ¹	N. B. Young.....	June 18	July 27
Do.....	Teachers' Summer Training School.	Edw. Conradi, Ph. D.	June 16	July 26
GEORGIA.				
Athens.....	University of Georgia.....	T. J. Wooster.....	June 26	Aug. 2
Atlanta.....	Georgia School of Technology.....	A. B. Morton.....	July 14	Sept. 5
Macon.....	Mercer University.....	R. W. Edenfield.....	June 11	Aug. 20
Oxford.....	Emory College.....	E. K. Turner.....	June 15	Do.
IDAHO.				
Boise.....	State Summer School.....	C. E. Rose.....	June 23	Aug. 1
Couer d'Alene.....	State Summer Normal School.....	Earl S. Wooster.....	June 16	July 25
Moscow.....	Joint Summer Session, Lewiston State Normal School and University of Idaho.	George H. Black.....	do.....	Do.
Pocatello.....	State Summer School.....	Miles F. Reed.....	June 23	Aug. 1
ILLINOIS.				
Carbondale.....	Southern Illinois Normal University.	D. B. Parkinson, Ph. D.	June 9	July 18
Charleston.....	Eastern Illinois State Normal School.	L. C. Lord, L.L. D....	June 16	July 25
Chicago (523 Fine Arts Building).	Anna Groff-Bryant Institute of Vocal Art.	Anna Groff-Bryant...	June 17	Aug. 23
Chicago (Lincoln Center).	Applied Arts Summer School (Atkinson, Mentzer & Co.).	Florence Fitch.....	July 9	July 28

¹ Negro school.

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
ILLINOIS—continued.				
Chicago.....	Armour Institute of Technology....	H. M. Raymond.....	June 23	Aug. 11
Do.....	Art Institute Art School.....	Wm. M. R. French.....	June 30	Sept. 19
Chicago (1200 Michigan Avenue).....	Chicago Kindergarten College.....	Elizabeth Harrison.....	June 17	Aug. 8
Chicago (606 South Michigan Avenue).....	Chicago School of Applied and Normal Art.....	Emma M. Church.....	July 28	Aug. 22
Chicago (31 West Lake Street).....	Chicago School of Civics and Philanthropy.....	Graham Taylor.....	June 24	July 26
Chicago (430 South Wabash Avenue).....	Chicago School of Physical Education and Expression.....	Mrs. R. L. Parsons.....	June 28	Aug. 2
Chicago.....	Chicago Teachers College.....	Wm. B. Owen.....	June 23	July 25
Chicago (328 Wabash Avenue).....	Columbia School of Music.....	Clare Osborn Reed.....	do.....	July 26
Chicago (Auditorium Building).....	Cosmopolitan School of Music and Dramatic Art.....	Mrs. W. S. Bracken....	June 30	Aug. 30
Chicago (32 South Wabash Avenue).....	Gregg Summer Normal School.....	John R. Gregg.....	July 7	Aug. 15
Chicago.....	Lewis Institute.....	Geo. N. Carman, A. M.....	June 30	Aug. 8
Chicago (2301 Prairie Avenue).....	National Summer School of Music (Glenn & Co.).....	Ada M. Fleming.....	July 28	Aug. 22
Chicago (1104 South Wabash Avenue).....	New School of Methods in Public School Music (American Book Co.).....	Mary Reid Pierce.....	June 23	July 5
Chicago (81 East Madison Street).....	Paterson School of Millinery.....	Rosamond G. Paterson.....	June 15	Sept. 1
Chicago (Forty-second Street and Grand Blvd.).....	Physical Culture Training School...	F. S. Goodrich, Ph. D.....	July 8	Sept. 12
Chicago.....	Prang Summer School of Normal Art (Prang Co., 358 Fifth Avenue, New York City).....	Hugo B. Froehlich....	July 9	July 27
Chicago.....	Rush Medical College.....	Walter Keller.....	June 25	July 31
Chicago (712 Fine Arts Building).....	Sherwood Music School.....	Harry Pratt Judson....	June 19	Sept. 1
Chicago.....	University of Chicago, summer quarter.....	Franklin W. Johnson.....	June 16	Aug. 29
Chicago (Fifty-eighth Street and Monroe Avenue).....	University High School (University of Chicago).....	A. L. Ward.....	July 7	Aug. 30
Chicago (19 South La Salle Street).....	Y. M. C. A. Summer School (Central department).....	J. D. Ellis.....	July 1	Aug. 25
Chicago.....	Y. M. C. A. Summer School for Boys (Division Street department).....	H. A. Mendelsohn....	July 10	Do.
Do.....	Y. M. C. A. Summer School for Boys (Wilson Avenue department).....	John W. Cook.....	June 3	Aug. 1
DeKalb.....	Northern Illinois State Normal School.....	Edward B. Birge.....	July 8	July 25
Evanston.....	American Institute of Normal Methods (Silver, Burdett & Co.).....	Walter P. Morgan.....	June 16	Do.
Macomb.....	Western Illinois State Normal School.....	David Felmley, LL. D.....	June 9	Aug. 27
Normal.....	Illinois State Normal University...	Theodore C. Burgess.....	June 30	Aug. 1
Peoria.....	Summer School of Manual Training and Domestic Economy (Bradley Polytechnic Institute).....	W. C. Bagley.....	June 16	Aug. 8
Urbana.....	University of Illinois.....	Willis A. Fox.....	June 10	Aug. 29
INDIANA.				
Angola.....	Tri-State College.....	William L. Bryan.....	June 19	Do.
Bloomington.....	Indiana University.....	L. R. Gignilliat.....	June 28	Aug. 24
Culver.....	Culver Military Academy.....	J. W. Laird.....	May 27	Aug. 15
Danville.....	Central Normal College.....	W. O. Mendenhall.....	July 1	Aug. 10
Earlham.....	Earlham College.....	Carl H. Milan.....	June 25	Aug. 5
Do.....	Indiana Public Library Commission School for Librarians.....	C. B. Blosser.....	June 2	Aug. 22
Goshen.....	Goshen College.....	R. B. von KleinSmid.....	May 19	Aug. 16
Greencastle.....	DePauw University.....	W. A. Mills, LL. D.....	June 18	Sept. 5
Hanover.....	Hanover College.....	Thos. C. Howe.....	June 23	Aug. 2
Indianapolis.....	Butler College.....	L. D. Bonebrake.....	May 26	Aug. 15
Do.....	Indiana Central University.....	LL. D. J. F. Thornton.....	June 18	July 25
Do.....	Indianapolis Summer School (public schools).....			

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1912.	
			Opening.	Close.
INDIANA—continued.				
Indianapolis.....	John Herron Art Institute.....	Wm. Coughlen.....	June 16	Sept. 12
Do.....	Normal College of the North American Gymnastic Union.	Emil Rath.....	July 7	Aug. 2
Do.....	Teachers' College of Indianapolis...	Eliza A. Blaker.....	June 4	Aug. 22
Moore's Hill.....	Moore's Hill College.....	Harry Andrews.....	May 27	Aug. 15
North Manchester.....	Manchester College.....	Otho Winger, A. M.....	May 26	Do.
Richmond.....	Y. M. C. A. Summer School.....	D. D. Ramsey.....	July 15	Sept. 1
Rochester.....	Rochester College.....	John C. Werner.....	June 1	Aug. 25
Terre Haute.....	Indiana State Normal School.....	Wm. W. Parsons.....	June 16	Sept. 1
Valparaiso.....	Valparaiso University.....	H. B. Brown, A. M.....	May 27	Aug. 13
Winona Lake.....	Winona College.....	Johnathan Rigdon, Ph. D.	June 9	Aug. 29
IOWA.				
Ames.....	Iowa State College of Agriculture and Mechanic Arts.	A. V. Storm.....	June 16	July 26
Cedar Falls.....	Iowa State Teachers' College.....	Homer H. Seerley.....	June 14	July 25
Cedar Rapids.....	Coe College.....	J. H. Scott.....	June 16	July 27
Des Moines.....	Des Moines College School of Education.	David E. Cloyd, A. M.....	do.....	July 26
Do.....	Drake University.....	William F. Barr, A. M.....	do.....	Do.
Fayette.....	Upper Iowa University.....	Arthur E. Bennett.....	do.....	July 27
Indianola.....	Simpson College.....	A. G. Ruggles.....	June 17	July 30
Iowa City.....	University of Iowa.....	John G. Bowman, L. L. D.	do.....	July 26
Mount Vernon.....	Cornell College.....	Geo. H. Betts, Ph. D.	June 15	July 26
Oskaloosa.....	Oskaloosa College.....	John Meissner.....	June 16	July 24
Do.....	Penn College.....	W. I. Kelsey.....	June 16	July 24
Shenandoah.....	Western Normal College.....	J. M. Hussey.....	June 10	July 26
Sioux City.....	Morningside College.....	E. A. Brown, A. M.....	June 16	Do.
Tabor.....	Tabor College.....	F. W. Long, D. D.....	June 17	July 26
KANSAS.				
Baldwin.....	Baker University.....	Lillian Scott, A. M.....	June 9	July 19
Emporia.....	State Normal School.....	Joseph H. Hill.....	June 1	Aug. 1
Hays.....	Western State Normal School.....	W. S. Picken.....	June 2	Do.
Lawrence.....	University of Kansas.....	A. T. Walker.....	June 12	July 23
Manhattan.....	Kansas State Agricultural College.....	E. L. Holton.....	June 10	July 22
Pittsburg.....	State Manual Training Normal School.	Geo. E. Myers, Ph. D.	June 5	Aug. 2
Topeka.....	Washburn College.....	Ira D. Cardiff.....	June 2	July 11
Wichita.....	Fairmount College.....	A. J. Hoare, A. M.....	June 16	July 26
KENTUCKY.				
Bowling Green.....	Western Kentucky State Normal.	H. H. Cherry, L. L. D.	June 17	July 26
Frankfort.....	Kentucky Normal and Industrial Institute.			
Lexington.....	University of Kentucky.....	Henry S. Barker.....	June 12	Aug. 1
Richmond.....	Eastern Kentucky State Normal.	J. G. Crabbe, L. L. D.	June 16	July 26
LOUISIANA.				
Baton Rouge.....	Summer School for Colored Teachers.	J. S. Clark, A. M.....	June 2	July 11
Do.....	University of Louisiana.....	A. B. Coffey.....	do.....	Aug. 1
Lafayette.....	Southwestern Louisiana Industrial Institute Summer Normal.	E. L. Stephens.....	do.....	Aug. 2
Natchitoches.....	Louisiana State Normal School....	V. L. Roy.....	June 15	Aug. 26
New Orleans.....	Tulane University.....	A. B. Dinwiddle, L. L. D.	June 12	Aug. 13
Do.....	Summer School of Medicine (Tulane University).	Isadore Dyer.....	June 9	Sept. 26
Ruston.....	Louisiana Industrial Institute.....	J. E. Keeny, A. M.....	June 2	July 21
Shreveport.....	Summer School for Colored Teachers.	T. H. Kane.....	do.....	July 12
MAINE.				
Augusta.....	Summer Library Class (State Library Commission).	Kate C. Estabrooks...		
Boothbay Harbor.....	Commonwealth Art Colony.....	A. G. Randall.....	July 1	Sept. 1
Do.....	New York School of Fine and Applied Arts (2239 Broadway).	Frank A. Parsons.....	do.....	Do.
Do.....	Frang Summer School (The Frang Co., 358 Fifth Ave., New York City).	Elizabeth G. Branch...		

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
MAINE—continued.				
Castine.....	Eastern State Normal.....	Albert Richardson.....	July 14	July 26
Denmark.....	Wyonegonic and Winona Camps.....	C. E. Cobb.....	July 1	Aug. 31
Farmington.....	State Normal School.....	W. G. Mallett.....	July 9	July 20
Five Islands.....	Seguinland School of Photography.....	Clarence H. White (5 West Thirty-first St., New York City).	July 5	Aug. 15
Fort Kent.....	Madawaska Training School.....	Mary P. Nowland.....		
Gorham.....	Western State Normal School.....	W. E. Russell.....	July 7	July 18
Greenville.....	Moosehead Lake Camp.....	Fred E. Clerk (Brockton, Mass.).	July 1	Sept. 1
Greenville Junction.....	Pine Tree Camp.....	Chas. E. Hicks.....		
Harrison.....	Wildmere Camp for Boys.....	Irving L. Woodman.....	July 2	Sept. 2
Machias.....	State Normal School.....	Wm. L. Powers.....	July 7	July 18
Monhegan.....	Summer School of Metal Work.....	Wm. H. Varnum.....	July 6	Aug. 20
Naples.....	Camp Keoka for Boys.....	C. S. Mitchell (Hightstown, N. J.).	July 1	Sept. 1
Ogunquit.....	Summer School of Drawing and Painting.....	C. H. Woodbury (1010 Carnegie Hall, New York City).	July 6	Aug. 15
Orono.....	University of Maine.....	Robert J. Aley.....	June 27	Aug. 7
Presque Isle.....	Aroostook State Normal School.....	S. L. Merriman.....	July 14	Aug. 21
South Bristol.....	Studio of Design.....	Sarah Bryant Taylor.....	July 7	Aug. 26
South Harpswell.....	Harpswell Laboratory (Tufts College, Tufts College, Mass.).	J. S. Kingsley.....	June 15	Sept. 10
South Hope.....	Alford Lake Camp for Girls.....	Susan M. Kingsbury, Ph. D.; Florence Marshall (110 Hancock Street, Cambridge, Mass.).	July 2	Aug. 29
South Limington.....	Moy-Mo-Da-Yo Camp for Girls.....	Elizabeth M. Moody; F. Helen Mayo.....	July 1	Aug. 29
Steep Falls.....	Wildwood Camp for Girls.....	.....do.....	.....do.....	Do.
Unity.....	Camp Winnecook for Boys.....	H. L. Rand (25 Shore Road, Salem, Mass.).	.....do.....	Aug. 31
MARYLAND.				
Baltimore.....	Johns Hopkins University.....	Edward F. Buchner.....	July 2	Aug. 13
Do.....	Y. M. C. A. Summer School.....	Ralph R. Blackney.....	July 7	Aug. 20
Mountain Lake Park.....	Mountain Lake Park Summer School.....	Chas. E. Shelton, D. D.....		
Do.....	Washington City Normal Kindergarten Institute.....	Susan P. Pollock (1516 Columbia Road, Washington, D. C.).	July 16	Aug. 28
MASSACHUSETTS.				
Amherst.....	Massachusetts Agricultural College.....	William D. Hurd.....	July 2	Aug. 1
Boston (20 B. Aldworth). Boston (New England Conservatory of Music). Boston.....	Alexander Robinson Sketching Tours. American Institute of Normal Methods (Silver, Burdett & Co.). Boston Floating Hospital Post-Graduate Course for Nurses.	Alexander Robinson..... Samuel W. Cole.....	June 1 July 8	Oct. 1 July 31
Do.....	Emerson College of Oratory.....	Sarah A. Egan (54 Devonshire Street). Harry S. Ross.....	June 28 July 7	Sept. 15 Aug. 1
Boston (30 Huntington Avenue). Boston.....	Miss Farmer's School of Cookery..... Harvard Summer School of Medicine. Massachusetts Institute of Technology.	Fannie M. Farmer..... Robert M. Green.....	July 11 (1)	Aug. 15
Do.....	Monro Summer School for Teachers of the Deaf. Posse Normal School of Gymnastics.	Sarah J. Monro..... Marguerite Moir.....	July 1 July 3	July 30 Aug. 1
Boston (518 Pierce Building). Boston (46-54 St. Boleph Street). Boston (306 Pierce Building). Boston (Fenway P. O.).	School of Expression (five terms). Simmons College Library School.....	S. S. Curry, Ph. D.... E. H. Eldredge, Ph. D.; Mary E. Robbins.....	May 12 July 8	Sept. 30 Aug. 16
Boston.....	Y. M. C. A. Preparatory School.....	Ira A. Flinner, A. M.....	June 23	Sept. 12
Do.....	Y. M. C. A. Preparatory School (evening session). Old Colony Union Industrial School	.....do..... Elizabeth M. Thompson.	May 19 July 8	Sept. 19 Oct. 12

*To be merged in the Harvard Graduate School of Medicine.

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
MASSACHUSETTS—CON.				
Brockton	Y. M. C. A. Summer School.....	W. F. Buch.....	July 7	Aug. 18
Cambridge	Harvard Summer School.....	James H. Ropes.....	July 1	Aug. 12
East Gloucester	Summer Art School.....	Eugene M. Heller.....	May 1	Nov. 15
Edgartown	The Brantstock School of Art.....			
Everett	Camp Mooswa (Lake Annis, Nova Scotia).	George H. Cain.....	July 1	Sept. 1
Gloucester	Summer Sketching Class (Colonial Studios, 39 West Sixty-seventh St., New York City).	Rhoda H. Nicholls.....		
Hyannis	State Normal School.....	W. A. Baldwin.....	July 8	Aug. 8
Lynn (44 Central Sq.)	Lawrence Drawing School.....	C. A. Lawrence.....	July 15	Aug. 31
Lynn	Y. M. C. A. Summer School for Boys.	Philip Emerson.....	July 7	Aug. 15
Malden	Y. M. C. A. Summer School.....	Cora H. Dempsey.....	do.	Aug. 23
Melrose	do.	Willis Fisher.....	July 1	Aug. 30
Norfolk	Wareland's Dairy School.....	Charlotte B. Ware.....	do.	July 31
Oak Bluffs	Treat's School.....	Edwin B. Treat, A. M.	July 10	Sept. 21
Provincetown	Cape Cod School of Art.....	C. W. Hawthorne (450 Fifth Ave., New York City).	July 1	Sept. 1
Do	Summer School of Painting.....	E. Ambrose Webster.....	June 1	Oct. 1
South Orleans	"Quanset," Cape Cod Camp for Girls.	Mrs. E. A. W. Ham-matt (30 Norway Park, Hyde Park, Mass.).	July 1	Sept. 1
Springfield	Y. M. C. A. Summer School.....	L. W. De Gast.....	July 7	Aug. 15
Vineyard Haven	Marthas Vineyard School of Art.....	A. R. Freedlander (80 West Fortleth St., New York City).	June 26	Sept. 9
Woods Hole	Marine Biological Laboratory.....	Frank R. Lillie, Ph. D.	July 1	Aug. 12
MICHIGAN.				
Ann Arbor	University of Michigan.....	Edward H. Kraus.....	June 30	Aug. 22
Battle Creek	Normal School of Physical Education.	Wm. W. Hastings, Ph. D.	June 27	Aug. 21
Bay View	Bay View Summer University.....	John M. Hall.....	July 14	Aug. 16
Berrien Springs	Emmanuel Missionary College.....	O. J. Graf, M. A.	June 12	July 24
Big Rapids	Ferris Institute.....	W. N. Ferris, M. Pd.	June 30	Aug. 8
Corey	Y. M. C. A. (South Bend, Ind.) Summer School for Boys.	Vernon Helmen.....	June 15	July 30
Detroit (163 Cass Ave.)	The Business Institute.....	Lewis Cass Ranch.....	July 7	Aug. 15
Detroit	Detroit Conservatory of Music.....	Francis L. York, M. A.	June 22	July 27
Do	Michigan Conservatory of Music.....	Frederic L. Abel.....	June 23	July 26
Detroit (379 Hubbard Ave.)	Summer School for Teachers (Reed School).			
East Lansing	Graduate School of Agriculture.....	A. C. True, Department of Agriculture, Washington, D. C.	(¹)	(²)
Grand Rapids	Grand Rapids Kindergarten Training School.	Clara Wheeler.....	July 1	Aug. 23
Do	Y. M. C. A. Summer School for Boys	Wilbur W. Nigh.....	July 8	Aug. 30
Jackson	do.	C. A. Laraway.....	do.	Do.
Kalamazoo	Western State Normal School.....	D. B. Waldo, LL. D.	June 30	Aug. 8
Marquette	State Normal School.....			
Mount Pleasant	Central State Normal School.....	Charles T. Grawn, A. M.	June 30	Aug. 8
Topinabee	University of Michigan Biological Station.	Jacob Reighard.....	July 2	Aug. 24
Vanderbilt	Forestry School (Michigan Agricultural College).	J. Fred Baker.....	June 19	Aug. 10
Ypsilanti	Michigan State Normal College....	Chas. McKenny.....	June 30	Aug. 8
MINNESOTA.				
Aitkin	County Teachers' Training School..	C. L. Newberry.....	July 1	July 27
Albert Lea	do.	C. H. Barnes.....		
Badger	do.	P. A. Davis.....	July 1	Aug. 1
Benidji	do.	W. P. Dyer.....	June 16	July 25
Brainerd	do.	E. T. Carroll.....	July 1	Aug. 1
Buffalo	do.	G. A. Foster.....		
Crookston	Teachers' Training School (School of Agriculture).	C. G. Selvig.....	June 15	July 30
Detroit	County Teachers' Training School..	G. E. Keenan.....		

* School of Law, June 28 to Aug. 29; School of Medicine, June 30 to Aug. 8.

* Next session will be held in July, 1914.

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
MINNESOTA—contd.				
Duluth.....	State Normal School.....	E. W. Bohannon.....	June 10	July 25
Fulda.....	County Teachers' Training School.....	P. J. Kuntz.....	.....	.....
Glenwood.....	do.....	N. H. Hegel.....	June 18	July 28
Hinckley.....	do.....	.....	.....	.....
Hutchinson.....	do.....	H. L. Merrill.....	.....	.....
Jackson.....	do.....	Geo. H. Sanberg.....	.....	.....
Lake City.....	do.....	H. L. Brown.....	June 17	July 29
Little Falls.....	do.....	H. E. White.....	June 24	July 26
Long Prairie.....	do.....	F. W. Dobbryn.....	June 15	Aug. 1
Luverne.....	do.....	H. C. Bell.....	June 22	July 31
Mankato.....	State Normal School.....	C. H. Cooper.....	June 13	July 25
Maple Plain.....	Seventh Day Adventists' Northern Union Conference Summer School.	W. W. Ruble.....	July 10	Aug. 20
Minneapolis (920 Nicollet Ave.).....	Ford Offices.....	James M. Ford.....	June 3	Aug. 29
Minneapolis (89 South Tenth St.).....	Handicraft Guild Summer School of Design and Handicraft.	.....	.....	.....
Minneapolis (42 Eighth St. South).....	Minneapolis School of Music, Oratory, and Dramatic Art.	Wm. H. Pontius; Chas. M. Holt.....	June 10	Aug. 8
Minneapolis.....	Summer School for Library Training (Minnesota Public Library Commission).	Clara F. Baldwin.....	June 16	July 25
Do.....	University of Minnesota.....	George F. James.....	do.....	Do.
Montgomery.....	County Teachers' Training School.....	Julius Boras, M. L.....	.....	.....
Moorhead.....	State Normal School.....	Frank A. Weld.....	June 16	July 31
Morris.....	Teachers' Training School (West Central School of Agriculture).	E. C. Higbie, M. A.....	June 1	Sept. 1
Northfield.....	County Teachers' Training School.....	F. J. Sperry.....	.....	.....
Redwood Falls.....	do.....	Charles E. Young.....	.....	.....
Rochester.....	do.....	Jno. L. Silvernale.....	.....	.....
St. Cloud.....	State Normal School.....	W. A. Shoemaker.....	June 10	July 25
St. James.....	County Teachers' Training School.....	C. E. Payne.....	.....	.....
St. Paul.....	College of Agriculture.....	A. F. Woods.....	June 16	July 26
St. Paul (University Farm).....	State Teachers' Training School.....	do.....	do.....	Do.
St. Paul.....	Globe Business College.....	J. O. Weaver.....	June 15	Sept. 1
Thief River Falls.....	County Teachers' Training School.....	J. H. Hay.....	.....	.....
Wadena.....	do.....	Wm. Angus.....	.....	.....
Wells.....	do.....	R. A. Kent.....	.....	.....
Winona.....	Winona Business College.....	C. F. Koehler, M. A.....	June 1	Aug. 17
Do.....	State Normal School.....	G. E. Maxwell.....	June 17	Aug. 1
Winthrop.....	County Teachers' Training School.....	J. A. Cederstrom.....	.....	.....
MISSISSIPPI.				
Agricultural College.....	Mississippi Agricultural College.....	.....	.....	.....
Brookhaven.....	Summer Normal (Whitworth College).	B. T. Schumpert.....	June 9	July 5
Clinton.....	Clinton State Normal.....	J. W. Province.....	June 10	Do.
Newton.....	Newton Summer Normal.....	W. C. Williams.....	June 9	July 4
Sherman.....	Mississippi Normal Institute.....	.....	.....	.....
University.....	University of Mississippi.....	Andrew A. Kiacannon.....	June 9	July 6
Wiggins.....	Coast Normal.....	W. F. Bond.....	July 20	Aug. 14
Winona.....	Winona Normal.....	O. A. Shaw.....	July 14	Aug. 8
MISSOURI.				
Cameron.....	Missouri Wesleyan College.....	W. C. Urban, A. M.....	June 9	Aug. 16
Cape Girardeau.....	State Normal School.....	W. S. Dearmont.....	do.....	Do.....
Columbia.....	University of Missouri.....	W. W. Charters, Ph. D.....	June 12	Aug. 15
Kirksville.....	State Normal School.....	John R. Kirk.....	May 27	Aug. 8
La Grange.....	La Grange College.....	Ransom Harvey.....	June 9	Aug. 17
Marshall.....	Missouri Valley College.....	I. N. Evard.....	June 2	Aug. 9
Maryville.....	State Normal School.....	H. K. Taylor.....	May 30	Aug. 10
St. Louis.....	Forest Park University Summer School of Music.	Anna S. Cairns.....	June 1	Aug. 1
Do.....	St. Louis University Medical School	Chas. H. Neilson, Ph. D., M. D.....	June 10	July 22
Springfield.....	State Normal School.....	W. T. Carrington.....	May 26	Aug. 1
Warrensburg.....	do.....	W. J. Hawkins, LL. D.....	June 3	Aug. 9
Warrenton.....	Central Wesleyan College.....	Henry Voshall, A. M.....	May 26	Aug. 2
MONTANA.				
Butte.....	Butte Business College Summer Normal.	Edwin Koch.....	June 1	Sept. 1
Dillon.....	Montana State Normal College.....	Joseph E. Monroe.....	June 10	Aug. 29

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
MONTANA—contd.				
Helena.....	Parochial School Institute (Mount St. Charles College).	J. L. McMullen.....	July 10	Aug. 15
Do.....	Sisters of Mercy Summer School (St. Vincent Academy).	Sister M. Bertrams.....	.....	.....
Missoula.....	Biological Station Summer School	M. J. Elrod, Ph. D.....	June 16	Aug. 1
Do.....	University of Montana.....	G. F. Reynolds.....	June 10	July 20
NEBRASKA.				
Alliance.....	State Junior Normal.....	W. R. Pate.....	June 2	July 26
Alma.....	do.....	C. W. McMichael.....	do.....	Do
Bellevue.....	Bellevue College.....	W. H. Nicholl.....	June 11	Aug. 10
Bethany.....	Cotner University.....	R. L. Hoff.....	June 10	Aug. 2
Broken Bow.....	State Junior Normal.....	Sutton H. Martin.....	June 2	July 26
Chadron.....	State Normal School.....	Joseph Sparks.....	do.....	Do
Fremont.....	Fremont College.....	W. H. Clemmons.....	do.....	Do
Geneva.....	State Junior Normal.....	R. W. Eaton.....	June 2	July 25
Kearney.....	State Normal School.....	A. O. Thomas.....	do.....	Do
Lincoln.....	University of Nebraska.....	A. A. Reed.....	June 13	Aug. 8
McCook.....	State Junior Normal.....	W. T. Davis.....	June 2	July 26
North Platte.....	do.....	Wilson Tout.....	do.....	Do
O'Neill.....	do.....	C. A. Mohrman.....	do.....	Do
Peru.....	State Normal School.....	D. W. Hayes.....	do.....	Do
University Place.....	Nebraska Wesleyan University.....	B. E. McProud.....	June 3	July 29
Valentine.....	State Junior Normal.....	G. W. Eaton.....	June 2	July 26
Wayne.....	State Normal School.....	U. S. Conn.....	do.....	Do
York.....	York College.....	Wm. E. Schell.....	June 16	Aug. 8
NEW HAMPSHIRE.				
Ashland.....	Camp Algonquin for Boys.....	Edwin De Meritte (815 Boylston St., Boston, Mass.).....	June 24	Sept. 26
Enfield.....	Camp Rockland (Rockland Military Academy).	Elmer E. French, A. M. (West Lebanon, N. H.).....	July 6	Sept. 1
Francestown.....	Camp Fairweather for Girls.....	Matilda D. Fairweather (141 Green St., New Haven, Conn.).....	July 3	Aug. 26
Hanover.....	Dartmouth College.....	W. V. Bingham.....	do.....	Aug. 15
Petersboro.....	Sargent School Camp for Girls.....	D. A. Sargent (8 Everett St., Cambridge, Mass.).....	June 1	Sept. 20
Pike.....	Aloha Club for Girls.....	E. L. Gullick (Lynde Road, Hanover, N. H.).....	July 4	Sept. 4
Do.....	Camp Mooslaake for Boys.....	Virgil Prettyman, Pd. D. (Prin. of Horace Mann High School, New York City).....	June 26	Aug. 23
Plymouth.....	State Normal School.....	Ernest L. Silver.....	July 8	Aug. 30
South Chatham.....	Mrs. Hill's Summer School of Cookery.....	Janet M. Hill.....	July 9	Aug. 5
West Swanzey.....	Wawona Camp for Boys.....	Oscar E. Bourne.....	June 25	Sept. 5
NEW JERSEY.				
Allenhurst.....	Rand School for Tutoring.....	Edwin W. Rand.....	June 15	Oct. 1
Bloomfield.....	Silver Lake Summer Vacation School.....	George Morris.....	.....	.....
Do.....	Snell Summer Art Class ¹	Maurice C. Boyd.....	July 12	Aug. 26
Cape May City.....	School of Agriculture, Industrial Art and Science.....	T. D. Sensor.....	July 1	July 31
Hoboken.....	Stevens Institute of Technology.....	.....	Aug. 13	Sept. 13
Paterson.....	Y. M. C. A. Summer School.....	.....	July 7	Aug. 16
Vineeland.....	Training School for Teachers of Feeble Minded Girls and Boys.....	E. R. Johnstone.....	do.....	Do
NEW MEXICO.				
Albuquerque.....	University of New Mexico.....	John D. Clark.....	.....	.....
Las Vegas.....	New Mexico Normal University.....	Frank H. H. Roberts.....	June 3	July 27
Do.....	San Miguel Teacher's Normal Institute.....	Leona Logue.....	Aug. 5	Aug. 31
Mountainair.....	Chautauque Summer School.....	Chas. L. Burt.....	Aug. 16	Aug. 30
Silver City.....	New Mexico Normal School.....	C. M. Light, Pd. D.....	May 29	July 15

¹ Foreign location.

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
NEW YORK.				
Albany.....	State Library Summer School.....	James I. Wyer.....	.....	.....
Auburn.....	Auburn Summer School in Theology.	George B. Stewart....	July 7	July 19
Do.....	Titus Summer School of Dancing..	Pauline L. Titus.....	July 1	July 30
Bearsville.....	Summer School of Figure Painting.	Dawling Woodward....	June 2	Oct. 25
Brooklyn.....	Adelphi College.....	A. G. Fradenburgh....	July 7	Aug. 17
Do.....	Euclid School.....	C. H. Best.....	July 1	Aug. 31
Buffalo.....	Vacation schools (city public schools).	Geo. E. Smith.....	do..	Aug. 1
Chautauqua.....	Chautauqua Summer Schools.....	Percy H. Boynton....	July 5	Aug. 15
Cold Spring Harbor.....	Brooklyn Institute of Arts and Sciences Biological Laboratory.	Chas. Davenport.....	June 25	Aug. 5
Cornwall-on-Hudson.....	New York Military Academy.....	Sebastian Jones.....	June 15	Sept. 1
Cortland.....	Cortland Summer School.....	Luke J. McEvoy.....	July 11	Aug. 15
Diamond Point.....	Camp Wabanaki for Girls.....	Grace G. Norton (27 West Eleventh St., New York City).	July 1	Sept. 1
Franklin.....	Marsland Summer School.....	W. S. Marsland, East Rockaway, N. Y.	do....	Aug. 29
Ithaca.....	Cornell University.....	G. P. Bristol.....	July 7	Aug. 15
Manlius.....	St. John's Summer Cavalry School.	Wm. Verbeck, M. A. (1)	.....	.....
New Rochelle.....	College of New Rochelle.....	M. M. Ignatius.....	July 6	Aug. 14
New York (American Fine Arts Building).	Art Students League Summer School.	Edward Dufner.....	June 4	Sept. 20
New York (7 West Forty-second St.).	Chalf Normal School of Dancing..	Louis H. Chalf.....	June 1	July 27
New York.....	Chase Art Class in Europe.....	C. P. Townsley (180 Claremont Ave.).	.....	.....
Do.....	Columbia University.....	James C. Egbert.....	July 7	Aug. 15
Do.....	Country School for Girls.....	Misses Bangs and Whitton (Riverdale Ave. and Two hundred and fifty-second St., West).	June 8	Sept. 14
New York (501 Fifth Avenue).	Masses Summer School.....	W. W. Masses, Ph. D.	June 2	Sept. 25
New York (One hundred and ninth St.). and Amsterdam Ave.).	National Academy of Design.....	Geo. W. Maynard.....	do....	Aug. 29
New York.....	National Training School (Y. W. C. A.).	Elizabeth Wilson, A. M.	July 5	Aug. 16
New York (105 East Twenty-second St.).	New York School of Philanthropy.	Carl Kelsey.....	June 16	July 25
Do.....	New York School of Philanthropy (charity organization institute).	.....	May 1	May 31
New York.....	New York University.....	James E. Lough.....	July 1	Aug. 12
New York (358 Fifth Ave.).	Prang Summer School.....	.....	.....	.....
New York (7 West Twenty-eighth St.).	River School of Arts and Crafts....	Mira Burr Edson.....	June 15	Sept. 15
Rochester.....	Mechanics Institute.....	C. B. Gibson.....	June 23	Aug. 15
Do.....	Western New York Institution for Deaf Mutes, Vacation School.	Z. F. Westervelt, L. L. D.	June 21	Sept. 9
Silver Bay.....	Y. M. C. A. Summer School.....	T. B. Penfield, Ph. D.	Aug. 1	Aug. 30
Syracuse.....	Syracuse University.....	Edgar C. Morris.....	July 7	Aug. 15
Troy.....	Rensselaer Polytechnic Institute....	Palmer C. Ricketts, E. D., L. I. D.	.....	.....
Woodstock.....	Thatcher Summer School of Metal Work.	Edward Thatcher.....	July 5	Aug. 17
NORTH CAROLINA.				
Blowing Rock.....	Blowing Rock Art School.....	Elliot Daingerfield (222 South Central Park, New York City).	June 20	Sept. 25
Boone.....	Appalachian Training School.....	B. B. Dougherty.....	June 3	July 18
Chapel Hill.....	University of North Carolina.....	N. W. Walker.....	June 10	July 20
Greensboro.....	Summer School for Teachers (A. and M. College for Colored Race).	S. B. Jones.....	June 23	Aug. 2
Greenville.....	East Carolina Teachers' Training School.	Robt. H. Wright.....	June 17	Aug. 9
Wake Forest.....	Wake Forest College School of Law.	N. Y. Gulley.....	June 5	Aug. 26

¹ No session in 1913.

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
NORTH DAKOTA.				
Agricultural College.....	Cass County Teachers' Training School.	J. G. Halland.....	June 10	July 3
Ellendale.....	State Normal and Industrial School.	A. S. Kingsford.....	July 20	Sept. 1
Mayville.....	State Normal School.	Thos. A. Hillyer.....	July 1	Aug. 8
Napoleon.....	Logan County Teachers' Training School.	.....	.....	.....
University.....	University of North Dakota (College Section).	A. J. Ladd.....	June 16	July 26
Do.....	University of North Dakota (Elementary Section).	C. C. Schmidt, M. S.....	June 24	Do.
Valley City.....	State Normal School.....	Geo. A. McFarland...	June 28	Aug. 10
Velva.....	Northwestern Summer School.	A. G. Crane.....	July 1	Aug. 6
Wahpeton.....	Training School for Teachers (State School of Science).	Fred E. Smith.....	June 20	July 20
OHIO.				
Ada.....	Ohio Northern University.....	C. C. McCracken.....	June 10	Aug. 8
Alliance.....	Mount Union-Scio College.....	W. H. McMaster, D. D.....	June 16	Aug. 1
Ashland.....	Y. M. C. A. Summer School.....	H. A. Cooper.....	July 7	Aug. 15
Athens.....	Ohio University and State Normal College.	Henry G. Williams.....	June 23	Aug. 1
Cedar Point.....	Lake Laboratory (Ohio State University).	Herbert Osborn.....	June 16	July 25
Cincinnati.....	Art Academy of Cincinnati.....	J. H. Gest.....	do.	Aug. 23
Cleveland.....	Y. W. C. A. Summer Classes.....	Jeanette Bullis.....	June 1	July 31
Columbus.....	Ohio State University.....	Karl D. Swartzel.....	June 16	Aug. 8
Do.....	Y. M. C. A. Summer School.....	A. C. D. Metzger.....	June 18	July 27
Dayton.....	College and Teachers' Preparatory School.	.....	.....	.....
Defiance.....	Defiance College.....	P. W. McReynolds.....	June 16	Aug. 8
Greenville.....	Commercial Normal College Institute.	Clarence Balthaser...	June 1	July 31
Hamilton.....	Y. M. C. A. Summer School.....	Chas. H. Lake.....	June 15	Aug. 10
Kingsville.....	Camp Wyndcroft for Girls.....	Celia C. Luce (Glen Ridge, N. J.).	July 1	Sept. 1
Lebanon.....	Lebanon University.....	.....	.....	.....
Lorain.....	Y. M. C. A. Summer School.....	.....	June 23	Aug. 15
Marietta.....	Marietta College.....	W. H. Maurer.....	.....	.....
Mount Vernon.....	Mount Vernon College.....	.....	June 16	Aug. 8
New Concord.....	Muskingum College.....	J. G. Lowery.....	June 20	Do.
Oberlin.....	Oberlin College.....	C. N. Cole.....	do.	Aug. 1
Oxford.....	Miami University.....	H. C. Minnich.....	do.	Do.
Rio Grande.....	Rio Grande College.....	O. T. Jacobs.....	June 23	Do.
Springfield.....	Wittenberg College.....	T. Bruce Birch.....	June 26	Aug. 4
Tiffin.....	Heidelberg University.....	Henry L. Beam, A. M.....	June 17	July 25
Westerville.....	Otterbein University.....	Walter G. Clippinger, D. D.	do.....	Do.
West Lafayette.....	West Lafayette College.....	A. F. Hess.....	do.....	Aug. 1
Wooster.....	Wooster Summer School.....	Walter H. Aiken.....	June 20	Do.
Do.....	Wooster University.....	J. H. Dickason, A. M.....	June 23	Aug. 15
Yellow Springs.....	Antioch College.....	S. D. Fess.....	June 16	Aug. 1
OKLAHOMA.				
Ada.....	East Central State Normal School.	Chas. W. Briles.....	May 25	Aug. 2
Alva.....	Northwestern State Normal School.	Grant B. Grumbine.....	do.....	Do.
Durant.....	Southeastern State Normal School.	E. D. Murdaugh.....	May 28	July 30
Edmond.....	Central State Normal School.....	Charles Evans, M. A.....	do.....	Do.
Norman.....	University of Oklahoma.....	J. S. Buchanan.....	June 15	Aug. 10
Stillwater.....	Oklahoma Agricultural and Mechanical College.	J. H. Bowers.....	June 8	July 11
Tahlequah.....	Northeastern State Normal School.	W. E. Gill.....	May 26	Aug. 1
Weatherford.....	Southwestern State Normal School.	U. J. Griffith.....	May 27	Do.
OREGON.				
Albany.....	Albany College.....	.....	.....	.....
Corvallis.....	Oregon Agricultural College.....	E. D. Ressler.....	June 16	July 27
Eugene.....	University of Oregon.....	Joseph Schafer, Ph. D.....	June 25	Aug. 3
Gladstone.....	Willamette Valley Chautauqua.....	Harvey E. Cross (Oregon City, Oreg.).	July 9	July 22
McMinnville.....	McMinnville College.....	.....	.....	.....
Monmouth.....	Oregon Normal School.....	J. H. Ackerman.....	June 23	Aug. 19
Salem.....	Capital Normal School.....	J. J. Krapa.....	Apr. 1	June 18

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
PENNSYLVANIA.				
Beaver Falls.....	Geneva College Normal School.....	Harry H. Wylie.....	June 23	Aug. 4
Collegeville.....	Ursinus College.....	W. A. Kline.....	do	Aug. 1
Concordville.....	Maplewood Institute.....	J. C. Shortlidge.....	June 9	July 26
Fort Washington.....	Darby School of Painting.....	Hugh H. Breckenridge.....	June 9	July 26
Grove City.....	Grove City College.....	I. C. Kettler, Ph. D., D. D., LL. D.	June 17	Aug. 22
Huntingdon.....	Juniata College.....	Chas. C. Ellis, Ph. D.	June 30	Aug. 8
Lancaster.....	Franklin and Marshall Academy.....	{ T. G. Helm, A. M. E. M. Hartman, A. M. }	June 16	July 25
Meadville.....	Institute for Religious Education.....	L. W. Mason.....	June 25	July 8
Mount Gretna.....	Pennsylvania Chautauqua Summer School for Teachers.....	W. S. Steele, A. M.....	June 30	July 28
Muncy.....	Lycoming County Normal.....	Sylvester B. Dunlap.....	July 2	Aug. 30
Myerstown.....	Albright College.....	J. F. Dunlap.....	June 16	July 28
Philadelphia.....	Central Educational Institute (Y. M. C. A.).....	Richard E. Wilson.....	June 20	Sept. 1
Philadelphia (1711 Green St.).....	Pennsylvania Orthopaedic Institute and School of Mechanotherapy.....	Max J. Walter, M. D.....	July 1	Oct. 1
Philadelphia (1107 N. 41st St.).....	The School of Sloyd.....	Mary B. Loos.....	July 7	Aug. 16
Philadelphia.....	Temple University Business School.....	M. F. Stauffer.....	July 1	Sept. 1
Do.....	University of Pennsylvania.....	A. Duncan Yocum.....	do	Aug. 10
Pittsburgh (Mt. Oliver).....	King's School of Oratory.....	Byron W. King.....	June 16	July 18
Pittsburgh.....	University of Pittsburgh.....	S. B. Linhart.....	June 30	Sept. 6
Scranton.....	Y. M. C. A. Vacation School for Boys.....	J. H. Dague.....	do	Aug. 14
Selinsgrove.....	Susquehanna University.....	J. I. Woodruff, Litt. D.	June 16	Aug. 8
South Bethlehem.....	Lehigh University.....	Henry S. Drinker.....	July 23	Sept. 9
State College.....	Pennsylvania Free Library Commission School for Library Workers.....	Annie A. MacDonald.....	June 23	Aug. 5
Do.....	Pennsylvania State College.....	S. E. Weber, Ph. D.....	do	Aug. 1
Swarthmore.....	Swarthmore Preparatory School.....	A. H. Tomlinson.....	June 15	Sept. 15
Washington.....	Washington and Jefferson College.....	H. F. Allen, Ph. D.....	June 23	Aug. 2
Westchester.....	State Normal School.....	G. M. Phillips, Ph. D.....	June 25	July 27
RHODE ISLAND.				
Kingston.....	Rhode Island State College.....	A. E. Stew.....	July 5	July 12
Narragansett Pier.....	Summer School for Sunday School Teachers.....	Willard B. Wilson (Butler's Exchange, Providence).	June 30	Aug. 2
Providence (11 Waterman St.).....	Rhode Island School of Design.....	Agustus F. Roe.....	June 30	Aug. 2
Providence.....	Summer School of Methods in Church Work (Narragansett Young People's Assembly). Y. M. C. A. Summer School.....	M. D. Carroll.....	July 9	Aug. 24
SOUTH CAROLINA.				
Orangeburg.....	State Colored College Summer School for Teachers. ¹	R. S. Wilkinson.....	June 23	July 18
Rock Hill.....	Winthrop Normal and Industrial College.....	D. B. Johnson.....	June 18	July 30
Spartanburg.....	Wofford College Fitting School.....	J. M. Steadman, jr., A. M.	June 20	Aug. 15
SOUTH DAKOTA.				
Aberdeen.....	Northern Normal and Industrial School.....	W. E. Johnson.....	June 9	July 19
Brookings.....	South Dakota State College of Agriculture.....	A. A. Brigham.....	June 18	July 2
Huron.....	Huron College.....	C. H. French, D. D.....	June 17	July 26
Mitchell.....	Dakota Wesleyan University.....	G. E. Marker.....	June 9	July 18
Redfield.....	Redfield College.....	H. W. Whitten.....	June 17	Aug. 15
Yankton.....	Yankton College.....	G. H. Scott.....	June 9	July 18
TENNESSEE.				
Cumberland Gap.....	Lincoln Memorial University.....	T. B. Ford.....	May 14	Aug. 10
Knoxville.....	Summer School of the South.....	Brown Ayres, LL. D.....	June 24	Aug. 1

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
TEXAS.				
Austin.....	University of Texas.....	Wm. S. Sutton, LL. D.	June 14	July 21
Belton.....	Baylor Female College.....	W. M. W. Splawn.....	June 8	July 20
Big Spring.....	Summer Normal Institute.....	J. W. Dees.....		
Bonham.....	Tri-County Summer Normal.....	R. M. Parker.....	June 10	Aug. 1
Brady.....	Summer Normal.....	B. W. Miller.....	June 2	July 10
Bronson.....	Santa Fe Summer Normal.....	G. A. Baker.....	June 4	July 12
Brownwood.....	Summer Normal Institute.....			
Cameron.....	do.....			
Canyon.....	West Texas State Normal College.....	A. B. Cousins.....	June 5	Aug. 25
Cisco.....	Britton's Training School.....	O. C. Britton.....	June 1	Aug. 1
Cleburne.....	Summer Normal School.....	R. G. Hall.....	June 15	Do.
Commerce.....	East Texas Normal College.....			
Corpus Christi.....	South Texas Summer Normal.....	C. G. Hallmark.....	June 1	Aug. 1
Coricana.....	County Summer Normal.....	S. H. Whitley.....	do.	Do.
Crockett.....	Summer Normal ¹	J. W. Hogg.....	June 25	July 25
Dallas.....	Dallas County Summer Normal.....	S. M. Lloyd.....	June 15	Aug. 1
Do.....	State Normal Institute ¹	N. W. Harlike, A. M.....	do.	July 30
Do.....	Y. M. C. A. Summer School.....	Geo. W. Coley.....	do.	Aug. 4
Denton.....	College of Industrial Arts.....	W. B. Bizzell, D. C. L.....	June 3	July 14
Do.....	North Texas State Normal College.....			
Fort Worth.....	Polytechnic College.....	W. Cullen Bryant.....	June 1	July 15
Gatesville.....	Summer Normal.....	J. M. Witcher.....		
Georgetown.....	Southwestern University.....	J. H. Reedy, A. M.....	June 11	July 27
Gilmer.....	Summer Normal.....	S. L. Jones.....	June 6	Aug. 2
Greenville.....	County Summer Normal.....	L. C. Gee, A. M.....	June 1	Aug. 12
Do.....	North Texas Summer Normal ¹	T. W. Pratt.....	June 3	July 12
Houston.....	Summer Normal.....	W. G. Smiley.....	do.	Aug. 10
Huntsville.....	Sam Houston State Normal.....	H. F. Estill.....	June 3	July 27
Kerrville.....	Summer Normal.....	A. W. Evans.....		
Knox City.....	do.....			
Lampasas.....	Central Texas Summer Normal.....	C. E. Thomas.....	June 20	Aug. 1
Livingston.....	Summer Normal.....	W. M. Anderson.....	May 27	July 5
Lubbock.....	do.....	J. K. Wester.....	June 1	July 15
Lufkin.....	East Texas Summer Normal.....	M. B. Davis.....	do.	July 7
McKinney.....	Summer Normal.....	S. C. Stephens.....		
Meridian.....	do.....	C. L. Batson.....		
Minerals.....	do.....			
New Boston.....	Northeast Texas Summer Normal.....	H. C. Somerville.....	June 11	Aug. 2
Palestine.....	Summer Normal.....	C. F. Carr.....	June 15	Aug. 3
San Angelo.....	do.....	W. L. Hughes.....		
San Antonio.....	Lady of the Lake Academy.....	P. H. Underwood.....	June 21	Aug. 3
Do.....	Summer Normal.....	C. A. Arnold.....	June 18	Aug. 1
San Marcos.....	Southwest Texas State Normal.....	C. E. Evans, M. A.....	June 3	July 31
Seguin.....	Summer Normal ¹	S. W. Thompson.....	June 1	July 10
Sherman.....	Summer Normal.....	J. C. Pyle.....	June 2	Do.
Stamford.....	Stamford College.....	L. T. Cunningham.....	June 10	Aug. 1
Stephenville.....	John Tarleton College.....			
Sulphur Springs.....	Hopkins County Summer Normal.....	J. E. Jennings.....		
Waco.....	Baylor University.....	W. W. Phelan, Ph. D.....	June 9	Aug. 29
Do.....	Paul Quinn College ¹			
Waxahachie.....	Trinity University.....	S. L. Hornbeak, Ph. D.....	June 9	Aug. 3
Weatherford.....	Summer Normal.....	W. O. De Wees.....	June 1	Aug. 1
Woodville.....	do.....	R. P. Gibbs.....		
Yoakum.....	do.....			
UTAH.				
Logan.....	Agricultural College of Utah.....	George Thomas, Ph. D.....	June 13	July 26
Provo.....	Brigham Young University.....	G. H. Brimhall.....	June 4	Aug. 24
Salt Lake City.....	University of Utah.....	Wm. M. Stewart.....	June 9	July 25
Do.....	Y. M. C. A. Vacation School.....	J. H. Coombs.....	do.	Do.
VERMONT.				
Burlington.....	University of Vermont.....	J. F. Messenger, Ph. D.....	July 9	Aug. 17
Castleton.....	State Normal School.....	Chas. A. Adams.....	do.	July 29
Fairlee.....	Aloha Camp for Girls.....	Edw. L. Gulick.....	July 2	Sept. 2
Johnson.....	State Normal School.....	Lyman R. Allen.....	July 8	Aug. 1
Middlebury.....	Middlebury College.....	Raymond McFarland, A. M.....	July 1	Aug. 8
Northfield.....	Norwich University School for Engineers.....	A. E. Winslow.....	June 26	Sept. 12
Poultney.....	Camp Klamesha Tutoring School.....	Frank J. Davey, A. M.....	June 24	Sept. 6
Rutland.....	Summer School for Teachers.....			
St. Albans Bay.....	Kamp Kill Kare.....	Ralph F. Perry (Pennington, N. J.).....	July 1	Sept. 1

¹ Negro school.

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1913.	
			Opening.	Close.
VIRGINIA.				
Cambria.....	Christiansburg Summer Normal ¹	E. A. Long.....	July 1	Aug. 1
Charlottesville (University).	University of Virginia.....	Chas. G. Maphis.....	June 24	Aug. 6
Danville.....	State Summer Normal ¹			
Dublin.....	College of William and Mary.....	J. W. Ritchie.....	June 20	Aug. 15
Emory.....	Emory and Henry College.....	J. L. McGhee, Ph. D.....	June 16	Aug. 16
Do.....	State Summer Normal.....	S. R. McChesney.....	July 1	Aug. 1
Farmville.....	do.....	J. L. Jarman.....	do.....	Do.
Fredericksburg.....	do.....	E. H. Russell.....	do.....	Do.
Hampton.....	Normal and Agricultural Institute ¹	Geo. P. Phenix.....	(?)	
Harrisonburg.....	State Normal School.....	Julian A. Burruss.....	June 18	Aug. 30
Manassas.....	Manassas Industrial School ¹	Leslie P. Hill, A. M.....	July 1	Aug. 1
Martinsville.....	State Normal Institute.....	N. P. Painter.....	do.....	Do.
Petersburg.....	Virginia Normal and Industrial Institute. ¹	J. H. Johnston.....	June 9	July 4
WASHINGTON.				
Bellingham.....	State Normal School.....	E. A. Bond.....	June 9	July 30
Centralia.....	Ellensburg State Normal School.....	W. F. Wilson.....	June 20	Do.
Cheney.....	State Normal School.....	J. E. Buchanan.....	June 2	July 31
Ellensburg.....	do.....		June 8	Aug. 1
Friday Harbor.....	Puget Sound Marine Station (University of Washington).	Trevor Kincaid.....	June 24	Aug. 3
North Yakima.....	Y. M. C. A. and Y. W. C. A. Vacation School.	W. G. McMorran.....	July 7	Aug. 15
Olympia.....	Olympia Summer School.....	B. R. McClelland, M. S.		
Pullman.....	Washington State College.....	Alvin E. Evans.....	June 16	July 26
Seattle.....	Northwest Summer School.....	Chas. Fagan.....	July 14	Aug. 22
Do.....	University of Washington.....	Frederick A. Osborn.....	June 27	Aug. 3
Do.....	Y. M. C. A. Vacation School for Boys.	Charles Meteker.....	do.....	Aug. 15
Spokane.....	Blair Business College.....	H. C. Blair.....	June 15	Do.
Do.....	Jenkins Institute (Y. M. C. A. school).	E. A. Potter.....	do.....	Do.
Do.....	Summer High and Normal School.....	Henry M. Hart.....	June 16	Aug. 2
Tacoma.....	University of Puget Sound.....	J. C. Zeller, M. A.....	June 23	Do.
Do.....	Y. M. C. A. Vacation School.....	Edgar H. Burwell.....	June 17	Aug. 3
WEST VIRGINIA.				
Athens.....	Concord State Normal.....	F. A. Foster.....	June 17	July 25
Bethany.....	Bethany College.....	T. E. Cramblet, L.L. D.	June 24	Aug. 5
Buckhannon.....	West Virginia Wesleyan College.....	Carl G. Doney.....	June 22	Aug. 1
Elkins.....	Davis and Elkins College.....	Jas. E. Allen.....	June 15	Aug. 10
Fairmont.....	State Normal School.....	Joseph Rosier.....	June 20	July 27
Huntington.....	Marshall College.....	L. J. Corbly, M. A.....	June 11	Aug. 8
Institute.....	State Summer School for Colored Teachers.	Byrd Prillerman, A. M.	June 16	July 25
Morgantown.....	West Virginia University.....	Waitman Barbe, Litt. D.	do.....	Aug. 15
Salem.....	Salem College.....	C. B. Clark.....	June 23	Aug. 1
Shepherdstown.....	Shepherd College State Normal.....	Thos. C. Miller.....	June 15	July 20
WISCONSIN.				
Beaver Dam.....	Hillcrest School for Girls.....	Sadie M. Davison.....	June 1	Sept. 12
Eau Claire.....	Eau Claire Dressmaking School.....	Mrs. E. A. Hodge.....	do.....	Sept. 1
Do.....	Professional School for Teachers.....	C. E. Patzer.....	June 26	Aug. 3
Janesville.....	Rock County Training School.....	Frank J. Lowth.....	June 25	Do.
La Crosse.....	State Normal School.....	F. A. Cotton.....	do.....	Do.
Madison.....	University of Wisconsin.....	S. H. Goodnought.....	June 23	Aug. 1
Do.....	Wisconsin Free Library Commission Library School.	Matthew S. Dudgeon.....	June 22	Aug. 3
Menomonie.....	Stout Institute.....	Geo. F. Buxton.....	July 28	Aug. 29
Milwaukee.....	State Normal School.....	W. H. Cheever.....	June 30	Aug. 8
Do.....	Y. M. C. A. Vacation School.....	S. C. Horton.....	June 26	Aug. 6
Monroe.....	Green County Training School.....	C. H. Dietz.....	do.....	Aug. 1
New London.....	Waupaca County Training School.....	C. B. Stanley.....	June 16	July 25
Oconto.....	Professional School for Teachers.....	Asa M. Royce.....	June 30	Aug. 8
Oshkosh.....	State Normal School.....	M. H. Small, Ph. D.....	July 1	Aug. 10
Platteville.....	do.....	E. P. Reynolds.....	do.....	Aug. 8
Reedsburg.....	Sauk County Training School.....	W. E. Smith.....	June 23	Aug. 4
Richland Center.....	Richland County Training School.....	A. A. Thomson.....	June 20	July 30

¹ Negro school.² Closed for repairs in 1913.

IX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school or affiliated institution.	Director or principal in 1912.	Probable date of session of 1912.	
			Opening.	Close.
WISCONSIN—continued.				
River Falls.....	State Normal School.....	W. S. Welles.....	June 30	Aug. 8
Stevens Point.....	do.....	F. S. Hyer.....	do.....	Do.
Superior.....	do.....	James A. Merrill.....	do.....	Aug. 11
Viroqua.....	Vernon County Training School.....	A. E. Smith.....	June 23	Aug. 1
Whitewater.....	State Normal School.....	A. A. Upham.....	June 30	Aug. 8
Williams Bay.....	Y. M. C. A. Institute and Training School.	Frank H. Burt, L.L. D.	June 25	July 25
WYOMING.				
Laramie.....	University of Wyoming.....	J. O. Creager, A. M....	June 16	July 25

X.—AMERICAN EDUCATIONAL ASSOCIATIONS, NATIONAL AND SECTIONAL.

The following list shows, first, the name of the association; second, the name and address of the president; third, the name and address of the secretary; fourth, the place and date of the next meeting.

- American association for the advancement of agricultural teaching: Kirk L. Hatch, Madison, Wis.; W. H. French, East Lansing, Mich.; Atlanta, Ga., November 12, 1912.
- American association for the advancement of science, Section L: J. McKeen Cattell, Columbia university, New York, N. Y.; C. Riborg Mann, University of Chicago, Chicago, Ill.; Cleveland, Ohio, December 30, 1912, to January 3, 1913.
- American association of college registrars: W. A. Hervey, Columbia university, New York, N. Y.; Mary Scott, Galesburg, Ill.
- American association of farmers' institute workers: Franklin Dye, Trenton, N. J.; John Hamilton, United States Department of Agriculture, Washington, D. C.; Atlanta, Ga., November 11-13, 1912.
- American association to promote the teaching of speech to the deaf: A. L. E. Crouter, Philadelphia, Pa.; Z. F. Westervelt, 1545 St. Paul Street, Rochester, N. Y.
- American bar association, Section of legal education: Walter G. Smith, Philadelphia, Pa.; Charles M. Hepburn, Indiana university law school, Bloomington, Ind.
- American federation of the teachers of the mathematical and natural sciences: C. Riborg Mann, University of Chicago, Chicago, Ill.; Eugene R. Smith, The Park school, Baltimore, Md.; Cleveland, Ohio, December, 1912.
- American home economics association: Isabel Bevier, University of Illinois, Urbana, Ill.; Benjamin R. Andrews, Teachers college, Columbia university, New York, N. Y.; Boston, Mass., December 31, 1912, and Ithaca, N. Y., June, 1913.
- American institute of instruction: Charles F. C. Whitcomb, Brockton, Mass.; Josiah W. Taylor, Augusta, Me.; probably North Conway, N. H., July, 1913.
- American instructors of the deaf: Edward M. Gallaudet, Hartford, Conn.; Herbert E. Day, Gallaudet college, Washington, D. C.
- American medical association, Council on medical education: Arthur D. Bevan, chairman, Chicago, Ill.; N. P. Colwell, 535 Dearborn avenue, Chicago, Ill.; Chicago, Ill., February 24-25, 1913.
- American nature-study society: B. M. Davis, Oxford, Ohio; Elliot R. Downing, University of Chicago, Chicago, Ill.; Cleveland, Ohio, December 31, 1912, to January 2, 1913.
- American physical education association: R. Tait McKenzie, University of Pennsylvania, Philadelphia, Pa.; James H. McCurdy, International Y. M. C. A. Training school, Springfield, Mass.; April, 1913.
- American school hygiene association: David L. Edsall, Mattapan, Mass.; Thomas A. Storey, College of the City of New York, New York, N. Y.; Buffalo, N. Y., August 25-30, 1913.
- American school peace league: James H. Van Sickle, Springfield, Mass.; Fannie F. Andrews, 406 Marlborough street, Boston, Mass.; at time and place of meeting of the National education association, Salt Lake City, Utah, July, 1913.
- American society for extension of university teaching: Henry L. Jayne, 505 Chestnut street, Philadelphia, Pa.; Charles D. Atkins, 730 Witherspoon building, Philadelphia, Pa.; Philadelphia, Pa., May, 1913.
- American society of superintendents of training schools for nurses: Mary C. Wheeler, 127 N. Dearborn street, Chicago, Ill.; Jessie E. Catton, Springfield, Mass.; Atlantic City, N. J., June, 1913.
- Association of American agricultural colleges and experiment stations, Section on college work and administration: J. H. Connell, Stillwater, Okla.; E. D. Sanderson, University of West Virginia, Morgantown, W. Va.; Atlanta, Ga., November 13-15, 1912.

- Association of American law schools: Henry M. Bates, University of Michigan, Ann Arbor, Mich.; Walter W. Cook, University of Chicago, Chicago, Ill.; meets with the American bar association.
- Association of American medical colleges: Egbert Le Fevre, New York, N. Y.; Fred. C. Zapffe, 3431 Lexington street, Chicago, Ill.
- Association of American universities: Representative of Leland Stanford junior university, Stanford university, Cal.; Representative of Harvard university, Cambridge, Mass.; Philadelphia, Pa., November 7-8, 1912.
- Association of college officers of the New England colleges: President of the entertaining college and a secretary pro tempore appointed at the meeting; probably Tufts college, Mass., 1912.
- Association of colleges and preparatory schools of the Middle States and Maryland: William H. Maxwell, New York, N. Y.; Arthur H. Quinn, University of Pennsylvania, Philadelphia, Pa.; Philadelphia, Pa., November 29-30, 1912.
- Association of colleges and preparatory schools of the Southern States: J. H. Kirkland, Vanderbilt university, Nashville, Tenn.; Bert E. Young, Vanderbilt university, Nashville, Tenn.; Spartanburg, S. C., November 14-15, 1912.
- Association of collegiate alumnae: Mrs. Alexander F. Morrison, San Francisco, Cal.; Mrs. Samuel F. Clarke, Williamstown, Mass.; Ann Arbor, Mich., November 11-16, 1912.
- Association of history teachers of the Middle States and Maryland: Edgar Dawson; Henry Johnson, Teachers college, Columbia university, New York, N. Y.; Philadelphia, Pa., November 29-30, 1912.
- Association of mathematical teachers in New England: Archibald V. Galbraith, Middlesex school, Concord, Mass.; H. D. Gaylord, 104 Hemenway street, Boston, Mass.; Boston, Mass., December 7, 1912.
- Association of Methodist college presidents: John H. Race, University of Chattanooga, Chattanooga, Tenn.; Herbert Welch, Ohio Wesleyan university, Delaware, Ohio; Lincoln, Nebr.
- Association of Southern State superintendents of public instruction: W. H. Smith, Jackson, Miss.; H. L. McCleskey, Hazlehurst, Miss.
- Association of Southern States rural school supervisors: W. K. Tate, Columbia, S. C.; L. J. Hanifan, Charleston, W. Va.; Washington, D. C., January 20, 1913.
- Association of teachers of mathematics in the Middle States and Maryland: Isaac J. Schwatt, University of Pennsylvania, Philadelphia, Pa.; Howard F. Hart, Montclair, N. J.; Spring, 1913.
- Catholic educational association: Thomas J. Shahan, Catholic university, Washington, D. C.; F. W. Howard, 1651 E. Main street, Columbus, Ohio.
- Central association of science and mathematics teachers: Herbert E. Cobb, Lewis Institute, Chicago, Ill.; C. E. Spicer, Joliet, Ill.; Evanston, Ill., November 29-30, 1912.
- Classical association of the Atlantic States: B. W. Mitchell, Philadelphia, Pa.; Charles Knapp, Columbia university, New York, N. Y.
- Classical association of the Middle West and South: Grove E. Barber, University of Nebraska, Lincoln, Nebr.; H. J. Barton, University of Illinois, Champaign, Ill.; probably Indianapolis, Ind., April, 1913.
- Classical association of the Pacific Northwest: Frederic S. Dunn, University of Oregon, Eugene, Oreg.; Evan T. Sage, University of Washington, Seattle, Wash., Portland, Oreg., November, 1912.
- Conference for education in the South: Robert C. Ogden, New York, N. Y.; A. P. Bourland, Southern building, Washington, D. C.; probably Richmond, Va., April, 1913.
- Conference of chief school officers of the United States: A. C. Nelson, chairman, executive committee, Salt Lake City, Utah; Boise, Idaho, October 14-15, 1912.
- Conference of church workers in State universities: J. C. Baker, Urbana, Ill.; Wallace C. Payne, Lawrence, Kans.; Lawrence, Kans., March, 1913.
- Dental faculties association of American universities: Eugene H. Smith, Harvard university, Dental school, Cambridge, Mass.; Edward C. Kirk, University of Pennsylvania, Philadelphia, Pa.; probably Boston, Mass., 1913.
- Eastern art and manual training teachers' association: Alvin E. Dodd, Boston, Mass.; T. R. Coggeshall, Girard college, Philadelphia, Pa.; probably New York, N. Y.
- Eastern commercial teachers' association: E. H. Eldredge, Simmons college, Boston, Mass.; Frank E. Lakey, English high school, Boston, Mass.; Atlantic City, N. J., Easter week, 1913.
- Farmers' educational cooperative union of America: O. P. Ford, McFall, Ala.; T. J. Kennedy, Birmingham, Ala.
- Federation of State teachers' associations: Charles S. Foos, Reading, Pa.; W. W. Remington, Denver, Colo.; at time and place of meeting of the National education association, Salt Lake City, Utah, July, 1913.
- Inland Empire teachers' association: B. M. Watson, Spokane, Wash.; R. T. Hargreaves, chairman, executive committee, Spokane, Wash.; Spokane, Wash., April, 1913.
- Institute of dental pedagogics: H. Edmund Friesell, 1206 Highland building, Pittsburgh, Pa.; Fred W. Gethro, 917 Marshall Field building, Chicago, Ill.; Pittsburgh, Pa., January 28-30, 1913.
- Lake Mohonk conference of friends of the Indian and other dependent peoples: E. E. Brown, New York university, New York, N. Y.; Henry S. Haskins, Lake Mohonk, N. Y.; Lake Mohonk, N. Y., October 23-25, 1912.
- Mississippi Valley historical association, Teachers section: A. H. Sanford, chairman, La Crosse, Wis.; Howard C. Hill, State normal school, Milwaukee, Wis.; Omaha, Nebr., Spring, 1913.
- Modern language association of America: Charles H. Grandgent, Harvard university, Cambridge, Mass.; William G. Howard, Harvard university, Cambridge, Mass.; Philadelphia, Pa., December 26-28, 1912.

- Music supervisor, national conference: Henrietta G. Baker, Baltimore, Md.; Helen Cook, Rochester, N. Y.; Rochester, N. Y., week of April 7, 1913.
- Music teachers' national association: George C. Gow, Vassar college, Poughkeepsie, N. Y.; Allen Spencer, Kimball Hall, Chicago, Ill.; Poughkeepsie, N. Y., December 26-28, 1912.
- National association for the study and education of exceptional children: A. Emil Schmitt, New York, N. Y.; Waldemar H. Grossmann, "Watchung Crest," Plainfield, N. J.; New York, N. Y., October 30-31, 1912.
- National association of dental faculties: J. B. Willmott, Toronto, Canada; George E. Hunt, Indianapolis, Ind.; Kansas City, Mo., July 5, 1913.
- National association of school accounting officers: Joseph A. McBride, Los Angeles, Cal.; William Dick, City Hall, Philadelphia, Pa.; probably at the time and place of meeting of the Department of superintendence of the National education association, Philadelphia, Pa., February 24-28, 1913.
- National association of State universities in the United States of America: W. L. Bryan, Indiana university, Bloomington, Ind.; Guy Potter Benton, University of Vermont, Burlington, Vt.; Washington, D. C., November 18-19, 1912.
- National association of teachers in colored schools: M. W. Dogan, Marshall, Texas; George W. Carry, Guthrie, Okla.; Little Rock, Ark., July, 1913.
- National child labor committee: Felix Adler, chairman, 152 W. 77th street, New York, N. Y.; Owen R. Lovejoy, 105 E. 22d street, New York, N. Y.; New Orleans, La., February, 1913.
- National commercial teachers' federation: F. M. Van Antwerp, Louisville, Ky.; Walter E. Ingersoll, Portland, Oreg.; Chicago, Ill., June or July, 1913.
- National conference committee on standards of colleges and secondary schools: Wilson Farrand, vice-president and acting president, Newark, N. J.; Frederick C. Ferry, Williams college, Williamstown, Mass.; probably New York, N. Y., November, 1912.
- National conference on the education of backward, truant, and delinquent children: George S. Addams, Cleveland, Ohio; Elmer L. Coffeen, Westboro, Mass.; Seattle, Wash., with National conference of charities and correction.
- National congress of mothers: Mrs. Frederic Schoff, Philadelphia, Pa.; Mrs. Arthur A. Birney, 806 Loan and Trust building, Washington, D. C.; Boston, Mass., May 15-20, 1913.
- National council of teachers of English: Fred N. Scott, University of Michigan, Ann Arbor, Mich.; James F. Hosie, Chicago teachers college, Chicago, Ill.; Chicago, Ill., November 29-30, 1912.
- National education association: E. T. Fairchild, Topeka, Kans.; D. W. Springer, Ann Arbor, Mich.; Salt Lake City, Utah, July, 1913.
- National education association, Department of superintendence: F. B. Dyer, Cincinnati, Ohio; B. W. Torreyson, Little Rock, Ark.; Philadelphia, Pa., February 24-28, 1913.
- National federation of college women: Mrs. William Oxley Thompson, Columbus, Ohio; Ida McKean, Laurel school, Cleveland, Ohio.
- National German-American teachers' association (Nationaler deutsch-amerikanischer lehrerbund): H. H. Fick, Cincinnati, Ohio; Emil Kramer, 1334 Broadway, Cincinnati, Ohio; Toledo, Ohio, or Pittsburgh, Pa., July, 1913.
- National kindergarten association: Edwin S. Marston; Dorothy Perkins, 1 Madison avenue, New York, N. Y.; New York, N. Y., November, 1912.
- National league of compulsory education officials: William L. Bodine, Chicago, Ill.; John B. Quinn, St. Louis, Mo.; probably May, 1913.
- National society for broader education: Guy C. Lee, Carlisle, Pa.; H. H. Langsdorf, Carlisle, Pa.; New York, N. Y., January 15, 1913.
- National society for the promotion of industrial education: William C. Redfield, 141 Broadway, New York, N. Y.; C. A. Prosser, 20 W. 44th street, New York, N. Y.; Philadelphia, Pa., November, 1912.
- National society for the study of education: James H. Van Sickle, Springfield, Mass.; S. Chester Parker, University of Chicago, Chicago, Ill.; at the time and place of meeting of the Department of superintendence of the National education association, Philadelphia, Pa., February 24-28, 1913.
- National society of college teachers of education: George F. James, University of Minnesota, Minneapolis, Minn.; Carter Alexander, University of Missouri, Columbia, Mo.; at the time and place of meeting of the Department of superintendence of the National education association, Philadelphia, Pa., February 24-28, 1913.
- New England association of chemistry teachers: W. G. Whitman, Salem, Mass.; Ralph C. Bean, Girls' high school, Boston, Mass.; probably Boston, Mass., November, 1912.
- New England association of college teachers of education: Edmund C. Sanford, Clark college, Worcester, Mass.; Henry W. Holmes, Harvard university, Cambridge, Mass.; Boston, Mass., November 29, 1912.
- New England association of colleges and preparatory schools: Huber G. Buehler, Lakeville, Conn.; Walter B. Jacobs, Brown university, Providence, R. I.; New Haven, Conn., November 1-2, 1912.
- New England association of superintendents: Arthur D. Call, Hartford, Conn.; David Snedden, Ford building, Boston, Mass.; Boston, Mass., November 8, 1912.
- New England association of teachers of English: William A. Neilson, Harvard university, Cambridge, Mass.; Frank W. C. Hersey, 61 Oxford street, Cambridge, Mass.; Boston, Mass., December 14, 1912.
- New England classical association: Charles U. Clark, New Haven, Conn.; Monroe N. Wetmore, acting secretary, Williams college, Williamstown, Mass.; probably Hanover, N. H., April, 1913.

- New England high school commercial teachers association:** Arthur J. Meredith, Salem, Mass.; W. O. Holden, Pawtucket, R. I.; Salem, Mass., October, 1912.
- New England history teachers' association:** W. Scott Ferguson, Cambridge, Mass.; Walter H. Cushing, South Framingham, Mass.; Boston, Mass., December 28, 1912.
- New England modern language association:** Stephen P. Cabot, Newport, R. I.; Julius Tuckerman, Springfield, Mass.; Boston, Mass., second Saturday in May, 1913.
- North central association of colleges and secondary schools:** W. J. S. Bryan, St. Louis, Mo.; Thomas A. Clark, University of Illinois, Urbana, Ill.
- North central council of State normal school presidents:** L. C. Lord, Charleston, Ill.; D. W. Hayes, Peru, Nebr.
- Northeastern association of science and mathematics teachers:** A. F. M. Petersilge, Cleveland, Ohio; H. Y. McMyler, High school of commerce, Cleveland, Ohio.
- Northwestern association of history, government, and economics teachers:** Charles G. Haines, Whitman college, Walla Walla, Wash.; Leroy F. Jackson, State college of Washington, Pullman, Wash.; Everett, Wash., December 26, 1912.
- Pacific manual training teachers' association:** A. J. Pirby, president, Pomona, Cal.; Los Angeles, Cal., 1913.
- Physical education association of the Pacific coast:** Miss S. Hagethorn; Mary C. Meredith.
- Playground and recreation association of America:** Joseph Lee, 101 Tremont street, Boston, Mass.; Howard S. Braucher, 1 Madison avenue, New York, N. Y.
- Religious education association:** Harry P. Judson, University of Chicago, Chicago, Ill.; Henry F. Cope, 332 South Michigan avenue, Chicago, Ill.; Cleveland, Ohio, March 10-13, 1913.
- Society for the promotion of engineering education:** William T. Magruder, Ohio State university, Columbus, Ohio; H. H. Norris, Cornell university, Ithaca, N. Y.
- Society of directors of physical education in colleges:** Fred E. Leonard, Oberlin, Ohio; Paul C. Phillips; New York, N. Y.
- Southern association of college women:** May L. Keller, Baltimore, Md.; Elizabeth A. Colton, Meredith college, Raleigh, N. C.; at time and place of meeting of the Conference for education in the South, 1913.
- Southern educational association:** H. L. Whitfield, Columbus, Miss.; William F. Feagin, Montgomery, Ala.; Louisville, Ky., November 28-30, 1912.
- Southern industrial educational association:** Seth Sheperd, 1447 Massachusetts avenue, Washington, D. C.; Mrs. C. David White, 1459 Girard street, Washington, D. C.; Washington, D. C., October 26, 1912.
- Southern kindergarten association:** Miss Marion S. Hancel, Schoolfield, Va.; Miss C. P. Oppenheimer, 402 E. Park avenue, Savannah, Ga.; at time and place of meeting of the Southern educational association, Louisville, Ky., November 28-30, 1912.
- Western drawing and manual training association:** Emma M. Church, 310 Harvester building, Chicago, Ill.; Wilson H. Henderson, Hammond, Ind.; Des Moines, Iowa, May 7-10, 1913.
- Women's educational and industrial union:** Mrs. Mary S. Woolman, 214 Boylston street, Boston, Mass.; Miss Melita Knowles, 264 Boylston street, Boston, Mass.; Boston, Mass., November 12, 1912.



BIBLIOGRAPHY OF EXCEPTIONAL CHILDREN AND THEIR EDUCATION

By ARTHUR MacDONALD



WASHINGTON
GOVERNMENT PRINTING OFFICE
1913

BIBLIOGRAPHY OF EXCEPTIONAL CHILDREN.

[The abbreviations employed for publications in foreign languages are those used in the Index catalogue of the library of the Surgeon-General's office and in the Psychological index.]

I. PUBLICATIONS IN THE ENGLISH LANGUAGE.

1. **Abelson, A. R.** The measurement of mental ability of "backward" children. *British journal of psychology*, 4: 268-314, 1911-12.
This article differs from most papers on the subject by elucidating principles upon which the tests are based, and refers to children only just below normality, that is, backward children. Eighty-eight girls and forty-three boys of the London county council schools for mental defectives were examined. Every test was made at least twice, and three years were taken to complete the work. A careful description of methods in tests is given, and the author emphasizes the mathematical treatment of results. Tabulated detailed results set forth; real nature of intellectual deficiency; general conclusions, etc.
2. ——— Mental tests for defective children. *In* National conference on the prevention of destitution, held at London, May 30-31 and June 1-2, 1911. p. 676-86.
A general consideration of the subject.
3. **Adams, Almeda C.** The education of the blind child with the seeing child in the public schools. *In* National education association of the United States. *Journal of proceedings and addresses*, 1908. p. 1137-42.
An impromptu address. Miss Adams has been blind since infancy.
Discussion by Mary McCowen and Elizabeth E. Farrell. See also *Training School*, 5: 1-6, September 1908.
4. **Addams, Jane.** The home and the special child. *In* National education association of the United States. *Journal of proceedings and addresses*, 1908. p. 1127-31.
5. **Aley, Robert J.** Care of exceptional children in the grades. *In* National education association of the United States. *Journal of proceedings and addresses*, 1910. p. 881-86.
Classification of exceptional children.
6. **Alger, E. M.** A factor in the etiology of the backward scholar. *Medical times*, 33: 111, 1905.
Author explains how defects in sight and hearing cause backwardness.
7. **Allen, Edward Ellis.** Education of defectives. *In* Education in the United States . . . ed. by Nicholas Murray Butler. New York [etc.] American book company, 1910. [1900] p. 771-819. tables.
Bibliography: p. 811-15.
8. **Allen, William Harvey.** Civics and health, with an introduction by William T. Sedgwick . . . Boston, New York [etc.] Ginn and company [1909] xi, 411 p. incl. front. (port.) illus., tables, diagrs. 8°.
Note especially data on mouth breathing; eye strain; ear troubles; malnutrition; deformities; abnormally bright children; nervousness of teacher and pupil; vitality tests and vital statistics; official machinery for enforcing healthrights, etc.
9. **Anderson, Meta L.** A "Special class." *Training school*, 6: 166-67, February 1910.
A class of sixteen boys; poor eyesight.
10. **Arnold, Felix.** Classification and education of afflicted children. *Psychological clinic*, 2: 180-91, November 15, 1908.

11. **Atwood, C. E.** The school training of backward children in the New York city public schools. New York, 1907. 8°.

Reprinted from the Medical Journal (New York), 1907.
Description of the ungraded schools in the city—their classification, treatment of pupils, etc.
12. **Ayres, Leonard P.** The effect of physical defects on school progress. Psychological clinic, 3: 71-77, May 15, 1909.

Reprinted.
Also in Hygiene and physical education, 1: 599-606, September 1909.
Statistical, for Camden, Philadelphia, and New York school children.
13. ——— Irregular attendance—a cause of retardation. Psychological clinic, 3: 1-8, March 15, 1909.
14. ——— Laggards in our schools; a study of retardation and elimination in city school systems. New York, Charities publication committee, 1909. xv, 236 p. incl. tables. diagrs. 8°. (Russell Sage foundation [publication])

"Such a book, at once readable and scholarly, scientific and popular, critical and constructive, is typical of the best in educational literature."—Independent, August 5, 1909, p. 311.
15. ——— The money cost of repetition versus the money saving through acceleration. American school board journal, 44: 13-14, January 1912.

Gives statistics on returns of a cooperative investigation conducted in 1911 by the Russell Sage foundation and the superintendents of schools in 29 cities.
16. ——— The money cost of the repeater. Psychological clinic, 3: 49-57, 1909.

Also reprint.
Method of determining repeaters. Statistics of number and cost in 65 cities.
17. ——— Open-air schools. In National education association of the United States. Journal of proceedings and addresses, 1911. p. 898-903.

German open-air school combines sanitarium, playground, and school. Gives results (in general) and formation of open-air schools in United States; administration, equipment for each child, and cost thereof.
18. ——— The relation between entering age and subsequent progress among school children. Education, 32: 325-33, February 1912.

Based on statistics gathered in 1908 by the author, and on investigations made in 1911 by the Russell Sage foundation. Concludes that the age of six is the "one making the best showing."
19. ——— The relation between physical defects and school progress. American physical education review, 15: 389-95, 1910.

Gives causes of retardation in New York city schools for 1909; 16,000 children studied. Treats of different physical defects, per cent of the same, and effect on school progress.
20. ——— A simple system for discovering some factors influencing nonpromotion. Psychological clinic, 5: 189-92, December 15, 1910.

Results of study of 1,396 pupils in the Manchester schools; defects of pupils; social and physical conditions.
21. ——— Some factors affecting grade distribution. Psychological clinic, 2: 121-33, October 15, 1908.
22. ——— The training of the mentally and physically unfortunate. In National education association of the United States. Journal of proceedings and addresses, 1911. p. 242-47.

Reviews the developments of the past decade. Discusses contagious diseases of childhood; the backward and tuberculous child. Declares the public school to be the true instrument of eugenics.
23. **Barnes, Earl.** The public school and the special child. In National education association of the United States. Journal of proceedings and addresses, 1908. p. 1118-27.

Discussion by A. Johnson, Mary McCowan, H. H. Goddard, and M. P. E. Grossmann.
24. **Becker, Sophie C.** The training of defective children from a principal's standpoint. In New York state teachers' association. Proceedings, 1908. p. 99-114. (Education department bulletin no. 457. October 15, 1909)

Bibliography: Training of backward children, p. 114-16. (Andrew W. Edson, comp.)
25. **Bell, Catherine F.** What can be done for mentally defective children in the public schools? Training school, 6: 69-72, August 1909.

Author recommends examination and segregation; and special schools with proper environment and vocational training.

26. **Bell, J. Carleton.** Recent literature on the Binet tests. *Journal of educational psychology*, 3: 101-10, February 1912.
Binet's tests are the result of his life work. They were devised by him as early as 1895. Mr. Bell presents Binet's new series for 1911 in tabular form, and compares them, as to age, with those of Levisre and Morie, Miss Johnston, Goddard, Robertag, and Terman and Childs. Declares that the meaning of native intelligence needs further study.
27. **Berry, M.** Uplifting backward boys in Georgia. *World's work*, p. 4986-92, July 8, 1905.
28. **Bingham, Cornelia D.** Some problems in the education of the blind-deaf. *Educational bimonthly*, 2: 452-63, June 1908.
29. **Bivin, Winifred S.** Work for backward children in Hartford. *Charities and The Commons*, 19: 1242-45, December 14, 1907.
30. **Blake, Victor J.** Review of the methods employed or available for the treatment of defects. *School hygiene*, p. 628-33, November 1911.
Centralizing of work and school clinic described. Reasons given for the latter. Author divides the methods of treating defectives as follows: (1) Administrative, (2) advisory, (3) remedial.
31. **Blan, Louis B.** A special study of the incidence of retardation. New York, Teachers college, Columbia university, 1911. 111 p. illus. (charts) 8°. (Teachers' college, Columbia university. Contributions to education, no. 40)
Bibliography: p. 109-11.
An attempt to measure the frequency of nonpromotion in the grades of the public school. Special method described, and tabulated details of results given.
32. **Blewett, Ben.** Provision for exceptional children in the public schools of St. Louis. *In National education association of the United States. Journal of proceedings and addresses*, 1909. p. 355-60.
Gives schedule; also examples of defective mentality.
33. **Bligh, M.** Mongolianism. *Child*, 1: 144-48, 1911.
Illustrated.
34. **Bliss, D. C.** Relation of physical defects to retardation in Elmira, N. Y. *Psychological clinic*, 5: 97-98, 1911.
Study under direction of Academy of medicine of Elmira. As the number of repeaters increases, the percentage of defects increases.
35. ——— Some results of standard tests. *Psychological clinic*, 6: 1-12, March 15, 1912.
Tests by the reproduction story in English writing. Method of conducting tests. Efficiency of teacher measured in terms of what the pupil can do.
36. **Bobbitt, John F.** The elimination of waste in education. *Elementary school teacher*, 12: 259-71, February 1912.
Describes the school system of Gary, Ind., which attempts to reduce retardation to a minimum. Voluntary Saturday classes and summer vacation school classes.
37. **Boehme, Grace M.** Special classes in the Cleveland public schools. *Journal of psycho-aesthetics*, 14: 83-88, 1909-10.
Replies to objections to special classes.
Discussion by Miss Gundry, Dr. Bock, and Dr. Roemer.
38. **Boggs, Anita U.** A plea for the forward child. *Child (London)* 2: 45-47, 1911.
Concrete cases of evil effects of neglecting bright pupils. Should be special classes for them as well as for the backward.
39. **Bohannon, E. W.** A study of peculiar and exceptional children. *Pedagogical seminary*, 4: 3-60, 1896.
Results of study of 1,045 cases collected from answers to a syllabus. Typical cases are given, with physical data, mental and moral characteristics including defects, etc. Contains statistical analysis of tables with interpretation of data. Bibliography.
40. **Bonham, Milledge L.** The problem of defective pupils in the regular schools, public and private. *In National association for the study and education of exceptional children. Proceedings*, 1910. p. 24-30.
41. **Brandt, Francis B.** The state in its relation to the defective child. *In National education association of the United States. Journal of proceedings and addresses*, 1901. p. 876-80.
Relation of defective to normal children in the schools.

42. **Breckinridge, Sophonisba P. and Abbott, Edith.** The delinquent child and the home . . . With an introduction by Julia C. Lathrop. New York, Charities publication committee, 1912. x, 355 p. 8° (Russell Sage foundation)
43. **Brooks, Stratton D.** Causes of withdrawal from school. *Educational review*, 26: 362-93, November 1903.
Reports from 111 superintendents on 1,200 cases of withdrawal are here tabulated. The results are discussed and suggestions made for lessening desertions.
44. ——— Provisions for exceptional children in the public schools of Boston. *In* National education association of the United States. *Journal of proceedings and addresses*, 1909. p. 361-64.
45. **Brown, Claude.** Elimination and retardation of pupils. *In* Illinois state teachers' association and sections. *Journal of proceedings of the 57th annual meeting, held at Chicago, Ill., December 27-29, 1910.* Springfield, Ill., 1911. p. 144-48.
46. **Brown, George W.** Retardation and elimination. *In* Illinois state teachers' association and sections. *Journal of proceedings of the 57th annual meeting, held at Chicago, Ill., December 27-29, 1910.* Springfield, Ill., 1911. p. 149-50.
47. **Brown, William.** The measurement of intelligence in school children. *In* British association for the advancement of science. Report, 1910. v. 80. London, 1911. p. 805.
Brief discussion of intelligence; "multiple correlation."
48. **Bruner, Frank G.** Abnormal children—their classification and instruction. *In* National education association of the United States. *Journal of proceedings and addresses*, 1909. p. 350-55.
49. ——— The blind in schools with the seeing. *In* National education association of the United States. *Journal of proceedings and addresses*, 1910. p. 1044-50.
Limited to certain features of day schools for the blind in Chicago.
50. ——— The influence of open-air and low temperature schoolrooms on the mental alertness and scholarship of pupils. *In* National education association of the United States. *Journal of proceedings and addresses*, 1911. p. 890-98.
Results in New York and Chicago. What is pure air? Wide import of such experiments.
51. ——— Provision for the training of atypical children. *Arizona journal of education*, 1: 68-75, October 1910.
52. **Bryan, James E.** A method for determining the extent and causes of retardation in a city school system. *Psychological clinic* 1: 41-52, April 15, 1907.
Author was superintendent of Camden (N. J.) schools. He gives details of method. Teachers should make the estimates. Descriptions of sight and hearing test.
53. **Burt, C.** Experimental tests of general intelligence. *In* British association for the advancement of science. Report, 1910. London, 1911. v. 80. p. 804.
Brief statement of series of 12 experiments upon 30 elementary school children, 12½ to 13½ years of age.
54. **Button, L. L.** The care of our feeble-minded school children. *Training school*, 7: 322-23, 1911.
Author is medical examiner in Rochester (N. Y.) schools. Subject discussed under two heads: 1. Those retarded by outward causes; 2. Those retarded by mental defectiveness. Reasons for special classes given in brief.
55. **Cameron, Norman.** New method for determining rate of progress in small school system. *Psychological clinic*, 5: 251-64, 279-92, January 15 and February 15, 1912.
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352. **Van Denburg, Joseph King.** Causes of the elimination of students in public secondary schools of New York city. New York city, Teachers college, Columbia university, 1911. 206 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 47)
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423. ——— Rencensement des enfants anormaux des écoles publiques de garçons de la ville de Bordeaux. Alliance de l'hygiène sociale. *Annales* no. 6, January 1907. p. 18.
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426. **Audemard, ———.** L'œuvre de l'enfance anormale de Lyon et les classes de perfectionnement. Cong. de méd. aliénistes et neural. de France . . . *Compt. rend.* Paris, 1908. xviii, 290-316 p.
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434. ——— *Causerie pédagogique.* *Année psychologique*, 14: 405-31, 1908.

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436. ——— *Les nouvelles classes de perfectionnement.* *Bull. soc. libre et. psychol. de l'enfant*, 7: 170-83, 1907.

437. ——— *Das problem der abnormen kinder.* *Eos* (Vienna) 1: 115-30, 1905.

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438. ——— *Recherches de céphalométrie sur 26 enfants d'élite et enfants arriérés des écoles primaires de Seine-et-Marne.* *Année psychologique*, 7: 376-429, 1901.

Measurements of different diameters of the head, nose, mouth, and ear. Details tabulated. The children of the well-to-do classes were found superior in head measurements.

439. ——— *Les signes physiques de l'intelligence chez les enfants.* *Année psychologique*, 16: 1-30, 1910.

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602. **Bibliothèque d'éducation spéciale.** Edited by Dr. Bournevilles. Published since 1891 by Progrès médical, Paris.
603. **Bulletin de la Société libre pour l'étude psychologique de l'enfant.** Paris.
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605. **The Child.** A monthly journal devoted to child welfare. Published by John Bale, sons and Danielsson, London.
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610. **Die Hilfsschule.** Published by Carl Marhold, Halle, a. S., Germany.
A monthly publication concerning all matters relative to auxiliary schools and their teachers.
611. **La Infancia anormal.** Published by Paria since 1907, in four numbers yearly, Madrid.
612. **The Journal of educational psychology including experimental pedagogy, child physiology and hygiene and educational statistics.** Published monthly except July and August, Warwick and York, Inc., Baltimore, Md.
This journal is a clearing house of information for all matters that concern the relation of psychology to education.
613. **Journal of psycho-aesthenics.** Devoted to the care, training and treatment of the feeble-minded and epileptic. Published quarterly by the Press of the Minnesota school for feeble-minded and colony for epileptic, Faribault, Minn.
614. **Kalender für lehrer und lehrerinnen an schulen und anstalten für geistig schwäche.** Published since 1905 by K. G. Th. Scheffler, Leipzig, Germany.
615. **Nyt tidsskrift for abnormvaesenet omfattende aandsswage-blinde-og vanføre-sagen in Norden.** Published yearly ten times in Copenhagen, Denmark.
616. **The Psychological clinic.** A journal for the study and treatment of mental retardation and deviation; edited by Lightner Witmer. Published by Psychological clinic press, Philadelphia.
First number appeared in March, 1907. Published primarily in the interest of a large class of children who manifest different degrees of retardation in mental and moral development. It presents the results of investigations conducted mainly through examination and treatment of individual mental and moral peculiarities. It will also take cognizance of all forms of special work for mentally and physically defective children and juvenile delinquents and dependents. Of interest to physicians, social workers, psychologists, and educators. The following important articles appeared in 1907:
A method for determining the extent and causes of retardation in a city school system, by J. E. Bryan. The fifteen months' training of a feeble-minded child, by Lightner Witmer. Public day schools for backward children, by C. H. Town. Need for special classes in the public schools, by J. D. Hellman. Mental condition of juvenile delinquents, by I. H. Coriat. Retardation through neglect in children of the rich, by Lightner Witmer.

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618. *The Training school*. Published monthly, except July and August, Vineland, N. J.
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621. *Zeitschrift für kinderschutz und jugendfürsorge*. Published by the Zentralstelle für kinderschutz und jugendfürsorge, Vienna.
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